



Southern Education

(Rural Libraries)

"If the crowns of all the kingdoms of Europe were laid down at my feet in exchange for my books and my love of reading, I would spurn them all."

Fenelon.

"If it is the duty of the State to see that its citizens know how to read, it is certainly no less its duty to see that they are trained to do the right kind of reading; otherwise the ability to read may be harmful rather than beneficial, both to the individual and to the State."

Sherman Williams.

"The child that by the age of fourteen has not read Robinson Crusoe, Hiawatha, Pilgrim's Progress, The Stories of Greek Heroes, by Kingsley and Hawthorne; The Lays of Ancient Rome, Paul Révere's Ride, Gulliver's Travels, The Arabian Nights, Sleepy Hollow, Rip Van Winkle, The Tales of the White Hills, The Courtship of Miles Standish, Scott's Tales of a Grandfather, Marmion, and Lady of the Lake, the Story of Ulysses and the Trojan War, of Siegfried, William Tell, Alfred, and John Smith, of Columbus, Washington, and Lincoln—the boy or girl who has grown up to the age of fourteen without a chance to read and thoroughly enjoy these books has been robbed of a great fundamental right; a right which can never be made good by any subsequent privileges or grants."

Charles A. McMurry.

SOUTHERN EDUCATION BOARD, Knoxville, Tenn., Publishers.

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"A good book is the precious life-blood of a master spirit embalmed and treasured up on purpose to a life beyond life."

— MILTON.

"God be thanked for good books. They are the voices of the distant and the dead, and make us heirs of the spiritual life of the past ages. In the best books great men talk to us, give us their most precious thoughts, and pour their souls into ours."

— CHANNING.

"A taste for books is the pleasure and glory of my life. I would not exchange it for the glory of the Indies."

— GIBBON.

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The editor is indebted for valuable suggestions in making this number of SOUTHERN EDUCATION to Mr. Clarence H. Poe, Raleigh, N. C.; to Supt G. F. Boyd, Kosciusko, Miss.; to Profs. P. P. Claxton and W. Rose, University of Tennessee; and to many others.

Any rural teacher can have a rural school library, if she only wills to have one. Get the children interested first of all. The children's interest will secure the interest of the parents. After this is secured a public entertainment will help. Then talk to the parents and ask for more money.

And how is the best way to interest children in the rural library you should have? The best way is for the teacher to get some of the books on the library lists in this number of SOUTHERN EDUCATION. Let the children read these books. Read some of them to the children. Let them carry some of them home. The parents will thus soon become interested and the rural library will be easy to establish.

The ordinary reading books used in the rural schools, the books prescribed for use, are usually poor literature at best or only selections from real literature. The reading by the children of the books mentioned in the rural school library lists of this number of SOUTHERN EDUCATION can not take the place of any state prescribed school course, but such reading can nevertheless be done and can be used to give life and joy to the whole rural school work.

The rural school library need not have very many books. It is perhaps best that it should be small. The teacher should be thoroughly familiar with each book.

The rural school library should be accessible to the children and their parents during the vacation time. The teacher can arrange for this by having some intelligent person in the community act as librarian during the vacation.

There can be no real education except by soul contact with soul. And such contact can occur in two ways only, viz., by means of books (not text-books) and by means of teachers. The rural school library is, therefore, a necessity in the education of children.

The rural school library is the means by which to get books, to keep them, and to get books read.

That rural school in which no books

are read except the ordinary text-books is not educating the children. The most it is doing is giving those children the mere tools of knowledge. Such a school is only trusting that somehow the children may become educated, may finally learn how to use the dangerous tools it has ignorantly given them.

The children's literature of the first and the second school years should consist largely of fairy stories and fables. During the third year the myths of the Greeks and the Romans should be read. During the fourth year the Song of Hiawatha should be read; during the fifth year the Norse mythology; during the sixth year the Odyssey of Homer; during the seventh year the Iliad of Homer; during the eighth year the children's reading should be largely in the field of American literature. *Whole* books should be read and not scraps. Of course, other literature than that indicated above may be read with much pleasure and profit, but what is here indicated should come first.

The difference between an educated man and an uneducated man "is that the educated man feels more, sees more, wants more, is interested in a vastly greater variety of things." Mere technical arithmetic, technical grammar, technical drawing, and most of the geography and history taught in our public schools can not really educate the children; these can only supply the tools of knowledge. Real education comes to the children by means of reading good books and by association with teachers who are themselves educated.

The public schools of Nebraska celebrate Library Day each year. On this day a special program is provided. Funds and donations of books for the library are solicited and the public school patrons of each district are urged to attend the celebration. One of the objects of the library movement in Nebraska is the encouragement of reading aloud in the homes by both pupils and parents.

Texas has a State Library Association which was organized on June 10, 1902. This association is working with good prospects of favorable results for a State Library Commission, whose business it shall be to secure needed library legislation, and to promote the establishment and furtherance of free public libraries in every way possible. The Texas State Library Association has time and again called attention to the importance of establishing free rural and traveling libraries and to the necessity and importance of good reading in the public schools.

The first public library in America to be supported chiefly at public expense and from which any citizen might borrow books was established at Charleston, S. C., in 1698, and was in charge of the minister of St. Philip's Church as librarian.

Why Rural Libraries?

"The difference between the educated man and the uneducated," says President Schurman, "is that the educated man sees more, feels more, wants more, is interested in a vastly greater variety

of things, and, in short, lives a larger, a richer and a fuller life. He is haunted by thoughts and touched by emotions and moved by ideals which are incommunicable to him who has not been nourished at the breasts of human science and culture." It is the business of the school to initiate the child into this larger life. Yet it is a lamentable fact that the boys and the girls of the rural communities of the South are getting from the public school practically no help in this direction. A child may learn to read and to write and to manipulate numbers, may learn the rules of grammar and rhetoric, may memorize and recite the mere lists of facts which pass for geography and history—may do all this well, and yet go out into the world with his horizon but little broader than if the school had never existed.

The business of the school is to initiate the child into civilization. But civilization is not embodied in the formal

studies: reading, writing, arithmetic, grammar. To give the child these is to give him his instruments, his tools; but to give him no more is to leave him without inspiration and guidance. These tools are made useful only in so far as the child has opened 'up to him the realms of nature and humanity. Through the use of these instruments the child may enrich his own life by appropriating the accumulated experience of the race. This experience comes to him in the main in the form of books. The most vital endowment which the school gives to the child is the confirmed reading habit directed by a cultivated taste. With this endowment the most remote community is put in touch with civilization; the child of the district is made the citizen of the world. But this reading habit can not be cultivated in the absence of books. Without the rural district library, the rural school must fail in its most important function. W. R.

LIBRARIES AND THE PUBLIC SCHOOLS.

The education gained at school must, with the great majority of people, be meager at the best. This may be, and should be, supplemented by extensive reading after the school life is finished. If this work is to be done well, and under favorable conditions, the pupil must, while in school, not only be trained to like good literature, but also, if possible, to use a public library intelligently.

The library must be regarded as an important and necessary part of the system of public education. It is said that not more than one in five hundred of the inhabitants of Massachusetts are without library facilities. This should be the condition everywhere, and may be at no very distant time if those who should be the most interested—the teachers of the country—will make a unanimous, persistent, and continued effort in this direction. There is nothing that appeals to people more generally, or to which they will respond more readily and liberally, than an effort to establish free public libraries, if the work is carried on with good judgment.

Children must be directed and trained in regard to their reading. They can no more be trusted to get their own knowledge of and taste for literature unaided than they can get their scientific and mathematical training in the same way.

If it is the duty of the State to see that its citizens know how to read, it is certainly no less its duty to see that they are trained to do the right kind of reading; otherwise the ability to read may be harmful rather than beneficial, both to the individual and to the State.

Training pupils to read and love good literature is by far the most important work done in school. There is nothing else that a teacher can do at all comparable to it in value. It is the one thing the school does that continues to contribute to one's education so long as he lives. We should never forget that it is not the ability to read, but the use made of that ability, that contributes to the destiny of a child.

Some one has said that education consists of formation of habits and the acquisition of tastes. This is certainly the case so far as reading is concerned, and all that the school and library can do, working together in harmony, is necessary to the best success in this matter of forming correct reading habits and good taste in literature. — SHERMAN WILLIAMS.

THE CHILD'S LITERARY RIGHT.

The child that by the age of 14 has not read Robinson Crusoe, Hiawatha, Pilgrim's Progress, The Stories of Greek Heroes, by Kingsley and Hawthorne, The Lays of Ancient Rome, Paul Revere's Ride, Gulliver's Travels, The Arabian Nights, Sleepy Hollow, Rip Van Winkle, The Tales of the White Hills, The Courtship of Miles Standish, Scott's Tales of a Grandfather, Marmion, and Lady of the Lake, the story of Ulysses and the Trojan War, of Siegfried, William Tell, Alfred, and John Smith, of Columbus, Washington, and Lincoln — the boy or girl who has grown up to the age of 14 without a chance to read and thoroughly enjoy these books has been robbed of a great fundamental right; a right which can never be made good by any subsequent privileges or grants. It is not a question of learning how to read — all children who go to school learn that; it is the vastly greater question of appreciating and enjoying the best things which are worth reading. Judged on this standard of worth, the reading exercises of our schools have acquired a tenfold significance, and all teachers who have looked into the matter have felt a new enthusiasm for the grand opportunities of common-school education. There is no doubt, whatever, among intelligent people, that good literature is a powerful instrument of education. It is by no means the whole of education, but when the reading habits of children are properly directed, their interest in suitable books cultivated and strengthened, their characters are strongly tintured and influenced by what they read. If their minds are thus filled up with such stimulating thought material, and their sympathies and interests awakened and cultivated by such ennobling thoughts, the better side of character has a deep, rich soil into which it may strike its roots. So profound has been the conviction of leading educators upon the value of the reading matter of the schools for the best purposes of true education that the whole plan of study, and the whole method of treatment and discussion, as touching these materials, have been reorganized with a view to putting all children into possession of this great birthright. — CHARLES A. McMURRY.

RURAL LIBRARIES.

The Need for Rural Libraries and an Explanation of the North Carolina Rural School Library Laws.

"We have heretofore put too much confidence in the mere acquisition of the arts of reading and writing. After these arts are acquired there is much to be done to make them effective for the development of the child's intelligence. If his reasoning power is to be developed through reading he must be guided to the right sort of reading. The school must teach not only how to read, but what to read, and it must develop a taste for wholesome reading."

It is to remedy just this defect that the rural school library has been introduced into twenty-nine American States. And though widely varying plans have been adopted, in no other State, I dare say, has more rapid progress been made, or greater results accomplished in proportion to the capital expended, than in North Carolina. For this reason I may be pardoned for referring at some length

to this North Carolina plan, which seems to be the one best adapted to States having a large rural population and a small revenue. The law as passed by the General Assembly of 1901 provides in substance:

That wherever the friends or patrons of any rural public school contribute \$10 or more for starting a library in connection with the school, \$10 of the regular district school fund shall also be set apart for the same purpose, while another \$10 will be given from the State appropriation—thus assuring at the outset at least \$30 for each school library; in many cases, of course, the patrons raise more than the minimum sum, \$10, needed to secure the \$20 from other sources. The County Board of Education then names some competent person to manage the prospective library, and purchase the books for it; these to be chosen from a remarkably well-selected list prepared by a committee of distinguished educators two years ago. The same committee, by the way, obtained competitive bids, from prominent publishing houses, thus forcing prices to strikingly low figures, even for classics. The smallest libraries have seventy-five or eighty neat and substantially bound volumes.

By the earnest efforts of the North Carolina Literary and Historical Association an appropriation of \$5,000 was obtained for the payment of the State's part in the experimental plan just outlined, and in September, 1901, the appropriation became available and the first North Carolina rural school library was established. The entire sum would have been speedily exhausted by the more progressive sections had not the legislature provided that the State appropriation of \$10 for each library should be available for not more than six school districts in any one of the ninety-seven counties. Within five months a third of the counties reached this limit, and other schools within their borders applied in vain for State aid. Before the General Assembly of 1903 met in January, 431 of a possible 500 libraries had been helped. In the face of such success, there was nothing for the legislature to do but make an appropriation of \$5,000 more for the ensuing two years; while \$2,500 was added to strengthen and enlarge the libraries already established—the same Carnegie-like principle of coöperation to be observed; each gift from the State to be duplicated by an appropriation from the school fund and again duplicated by private subscription.

Not only does the rural school library develop the reading habit; it develops it along right lines. Since, as Emerson says, "the ancestor of every action is a thought," how important it is that the literature that is to provoke thought be not only wholesome but well-rounded and well-balanced! In our city libraries fiction has much too large a place; many women and young people read nothing else. But while these rural libraries contain a few great novels, the chief effort is to develop a proper appreciation of choice works of science, travel, nature-study, poetry, history, biography, and mythology. Even if the child formed the "reading habit" outside the school, it would still be worth while for the State to have these libraries for the sole purpose of turning his new-found love of truth into right channels of truth and beauty.

Nor have the boys and girls been the only beneficiaries of the new movement. It has opened up a new world for many of the parents, and has done incalculable good in continuing the education of persons too old or too poor to longer attend school. The superintendent of schools for Durham County says that the books are used as much by the parents as by the children themselves, and the Pitt County superintendent says that the libraries have caused hitherto indifferent parents to become deeply interested in the education of their children. "The peculiar value of the school library," as the *New York Evening Post* rightly observes, "lies in the fact that it educates the younger generation as well as the older."

All in all, the North Carolina plan has proved a strikingly successful innovation, and we are moved to wonder that our educational leaders did not long ago perceive the value of rural library work, or, realizing it, did not think of the ease with which it may be conducted in connection with the public school. We are now not far from the time when no house where children meet for study, whether in town or country, will be regarded as even tolerably equipped without a small collection of the best books.—CLARENCE H. POE, Raleigh, N. C., in September, 1903, *Review of Reviews*.

A RURAL SCHOOL LIBRARY.

A List of Books for a Rural School Library. Something about the Books. Classified by Grades. Cost and Where to get the Books.

The following is a good list of books with which to begin a rural school library. The books are described somewhat in detail, and some of them are also classified by grades, for the greater convenience of teachers. Many of the books in the general list may be read by the teacher to the pupils. The books which have been arranged by grades bear directly on what should be the literature, geography, or history work of those grades.

1. Classic Stories for Little Ones.

Mrs. L. B. McMurry. Public
School Publishing Co.....35c
(1)

This is an excellent adaptation of a number of the most famous fairy stories. The book can be read very early in the school life of the children.

2. Bow-Wow and Mew-Mew. G. M. Craik. Maynard, Merrill & Co.20c (1)

This is the story of the life and adventures of a dog and a cat. The book will be enjoyed by the youngest readers.

3. Southern Poets. Weber. Mac- millan Co., New York.....25c (8)

This book contains selections from the leading Southern poets.

4. Paul Jones. Hutchins Hapgood. pp. 126. Houghton, Mifflin & Co.65c (6)

This is a brief biography of John Paul Jones. It gives an account of his early voyages, cruise of the *Providence* and the *Arthur*, the cruise of the *Ranger*, his fight with the *Serapis*. There are additional chapters on Diplomacy at the Texel, Society in Paris, Private Ambition and Public Business, a chapter on his Russian Service, and an account of his last days. There is an excellent frontispiece of Jones.

5. The Eugene Field Book. Mary E. Burt and Mary B. Cable. pp. 136. Charles Scribners' Sons, 190260c (G)

This is a collection of the best children's poems by Eugene Field. It contains the well-known poems, Little Boy Blue, Wynken, Blynken and Nod, Just 'Fore Christmas, Pitypat and Tippytoes, and the like. Besides there is a chapter of letters by Field to his children, a chapter of autobiography, and anecdotes illustrating the well-known characteristics of Field.

6. Alice's Adventures in Wonder- land. Edited by Florence Mil- ner. pp. 192. Rand, McNally & Co. Illustrated.....25c (G)

Every one knows this book. It is not necessary to speak of its contents. It has long been one of the best books for children. This edition contains a biographical sketch of the author and some notes by the editor. There is also a reading list for those who desire to know more about Lewis Carroll's books.

7. Big People and Little People of Other Lands. Edward R. Shaw. pp. 128. American Book Co., 190030c (2)

This book describes the big people and little people of China, Japan, Arabia, Corea, Borneo, India, Lapland, Greenland, Russia, Switzerland, Holland, Patagonia, the pygmies of Africa, and the Indians. There is a chapter on the Philippines, the Congo and Amazon valleys. The book is well illustrated and charmingly written.

8. Stories of Great Americans for Little Americans. Edward Eg- gleston. pp. 159. American Book Co., 1895.....40c (2)

There are stories of Franklin, Boone, Irving, Audubon, Daniel Boone, Dr. Kane, Jefferson, Kit Carson, Horace Greeley, and others. There are many illustrations which add interest to the book.

9. *Tales of Troy.* Charles De Gar-
mo. pp. 68. Public School
Publishing Co., Bloomington,
Ill., 190235c
(6)

This is Dr. De Garmo's translation of a famous German story of Professor C. Witt. The book contains an account of Paris and Helen, The Greeks at Aulis, Iphigenia, The Greeks and Trojans, Quarrel of Agamemnon and Achilles, The Duel between Paris and Agamemnon, The Great Deeds of Diomed, Hector and Ajax, The Misfortune of the Greeks, The Night Spies, Patroclus, Achilles and Ajax, and the Destruction of Troy. There are several illustrations and an index for the pronunciation of proper names.

10. *Old Stories of the East.* James
Baldwin. pp. 215. American
Book Co., New York.....45c
(3)

This book contains the author's adaptation in literary form and language of a number of Old Testament stories. The stories treated are The Garden of Delight, The Two Brothers, The Flood of Waters, The Great Chief, The Master of the Land of the Nile, The Great Lawgiver, and others equally interesting. This is one of the most charmingly written children's books extant.

11. *The Story of Ulysses.* Agnes
Spofford Cook. pp. 153. Pub-
lic School Publishing Co.,
Bloomington, Ill.50c
(3)

This book contains a well-written account of the part Ulysses played in the Trojan War and his adventures on his journey homeward to Ithaca, based on Homer's *Odyssey*. There are illustrations and a few explanatory notes which add much to the value of the book.

12. *Aunt Martha's Corner Cupboard.*
Mary and Elizabeth Kirby. pp.
153. Educational Publishing
Co., New York.....40c
(3)

Stories about tea, sugar, coffee, salt, currants, rice, and honey. There are many illustrations. The book is intended to give children a glimpse of the great world of industry beyond their usual environment.

13. *Ten Boys.* Jane Andrews. Ginn
& Co., Boston. pp. 240. 1902..50c
(4)

This book is intended to trace our own race from its Aryan source to its present type. There are stories of Cablu, Darius, Cleon, Horatius, Wulf, Gilbert, Roger, Ezekiel Fuller, Jonathan Dawson, and Frank Wilson. The book is illustrated and charmingly written, as are all of Miss Andrews' stories.

14. *Stories of Colonial Children.*
Pratt. pp. 221. Educational
Publishing Co., New York....40c
(3)

This book attempts to give a glimpse at the child life in the Colonies before the days of the Revolution. There are numerous illustrations, one of which is a reproduction of a page from the New England Primer.

15. *The Song of Hiawatha.* Long-
fellow. pp. 193. Houghton,
Mifflin & Co., Boston.....40c
(4)

This book is Nos. 13 and 14 of the Riverside Literature Series. It contains, besides the poem, an account of the visit to Hiawatha's people by Alice M. Longfellow, an introductory note and a list of books relating to Indians. There is a pronouncing vocabulary. The illustrations are by Frederic Remington.

16. *Stories of Industry.* Chase &
Clow. 2 vols. pp. 350. Edu-
cational Publishing Co.80c
(40c each)
(5-8)

Volume I contains stories of coal, petroleum, gold, silver, copper, the making of sewing machines, stoves, watches, clocks, ships, glass articles, and the like. Volume II contains stories of the making of calico, linen, carpets, silk, hats, furs, shoes, and the like. Both volumes are profusely illustrated.

17. *Old Norse Stories.* Sarah
Powers Bradish. pp. 240.
American Book Co.45c
(5)

The author has endeavored to re-tell some of the most popular of the old Norse stories so as to make them attractive to young readers. Most of these stories show what our ancestors thought of the common phenomena of nature, such as day and night summer and winter, storms and sunshine, life and death. The book is well written. There is a pronouncing vocabulary of Norse names. The book is illustrated.

18. *Gulliver's Travels.* Jonathan Swift. pp. 193. Houghton, Mifflin & Co.40c
(5)

This edition contains the voyages to Lilliput and Brobdingag. There is an introductory sketch, notes, and two maps. This volume is No. 89-90 of the Riverside Literature Series.

19. *A Wonder Book for Boys and Girls.* Nathaniel Hawthorne. pp. 203. Houghton, Mifflin & Co.40c
(4)

This well-known book contains stories of the Gorgon's Head, the Golden Touch, Paradise of Children, Three Golden Apples, the Miraculous Pitcher, and the Chimera. There is an introductory note, mythological index and pronouncing vocabulary and six illustrations. This volume is No. 17-18 of the Riverside Literature Series.

20. *Little Women.* Louisa M. Alcott. pp. 532. Little, Brown & Co., Boston, 1903\$1.50
(G)

Little Women: or Meg, Joe, Beth and Amy is one of the best children's books. This edition is illustrated.

21. *Fifty Famous Stories Retold.* James Baldwin. pp. 172. American Book Co., New York.35c
(2)

This book contains stories of King Alfred, Robin Hood, Bruce and the Spider, Sir Philip Sydney, Sir Walter Raleigh, George Washington, William Tell, Regulus, Damon and Pythias, and many others. There are numerous illustrations.

22. *The Arabian Nights.* Edward Everett Hale. pp. 366. Ginn & Co., Boston.45c
(G)

This edition contains *The Story of Aladdin*, *The Traveling Merchant*, and other well-known stories of the East. There are numerous illustrations.

23. *Discoverers and Explorers.* Edward R. Shaw. pp. 129. American Book Co., New York.35c
(4)

This book contains stories of Marco Polo, Columbus, Vasco da Gama, John and Sebastian Cabot, Vespucci, Ponce de Leon, Balboa, Magellan, Cortez, Pizarro, De Soto, Verrazzano, Henry Hudson, and an account of the famous voyage of Sir Francis Drake, the Great River Amazon, and El Dorado.

24. *Æsop's Fables.* Mara L. Pratt. 2 vols. pp. 254. Educational Publishing Co., New York.50c (25c each)
(1)

This is an edition suitable for very young children. The well-known fables of *The Fox and the Lion*, *The Fox and the Grapes*, *The Grasshopper and the Ant*, *The Fox and the Crow*, *The Dog and His Shadow*, *The Fox and the Stork*, *The Dog in the Manger*, *The Lark and Her Young Ones*, *The Hare and the Tortoise*, *The Lion and the Mouse*, *The Wind and the Sun*, *Borrowed Feathers*, *The Ox and the Frog*, *The Hen that Laid the Golden Egg*, and many others, may be found in these books.

25. *Seven Little Sisters.* Jane Andrews. pp. 121. Ginn & Co., Boston50c
(3)

The seven little sisters live on the round ball that floats in the air. These sisters are *The Little Brown Baby*, *Agoonac*, *Gemilia*, *The Little Mountain Maiden*, *Pense*, *The Little Dark Girl*, *Louise*, *The Child of the Rhine*, and *Louise*, the Child of the Western Forest. This book takes the children on an imaginary journey to various parts of the world and describes child life as it is found there. There are illustrations, and an account of the life and work of Miss Jane Andrews.

26. Story of Ancient Peoples. Emma J. Arnold. pp. 232. American Book Co., New York.....60c
(8)

This is an exceedingly interesting account of the ancient Egyptians, Chaldeans, Hittites, Phœnicians, Hebrews, Medes and Persians, Hindoos and Chinese. There is an introduction, a list of authorities and reference books, and many illustrations.

27. Essays from the Sketch Book. Washington Irving. pp. 159. Maynard, Merrill & Co., New York24c
(8)

This edition contains the Voyage of Roscoe, The Wife, Rip Van Winkle, The Art of Book Making, The Mutability of Literature, Stratford-on-the-Avon, Christmas, Stage Coach, Christmas Eve, Christmas Day, and The Legend of Sleepy Hollow. There are notes and a short life of Irving.

28. The Vision of Sir Launfal and Other Poems. James Russell Lowell. pp. 202. Houghton, Mifflin & Co., Boston.....40c
(8)

This is No. 30 of the Riverside Literature Series. There is a biographical sketch and notes, a portrait of Lowell, and other illustrations. This edition also contains Under the Old Elm, The Concord Ode, and other poems by Lowell.

29. The King of the Golden River. John Ruskin. pp. 82. Rand, McNally & Co.25c
(5)

This edition of The King of the Golden River is one of the Canterbury Classics Series. There are illustrations, notes, a reading list, suggestions to teachers. The King of the Golden River: or the Story of the Black Brothers, is one of the best fairy stories ever written.

30. The Courtship of Miles Standish. Longfellow. pp. 90. Houghton, Mifflin & Co.40c
(6)

This volume is No. 2 of the Riverside Literature Series. There are explanatory notes as well as one of Longfellow's

other poems from Tales of a Wayside Inn. The Courtship of Miles Standish is one of Longfellow's favorite poems, and depicts life in the old Colony days in Plymouth.

31. Evangeline. Longfellow. pp. 100. Houghton, Mifflin & Co.40c
(8)

This edition of Evangeline contains a biographical sketch of Longfellow and an introduction and notes by Horace E. Scudder. There is also a sketch of Longfellow's home life by his daughter, Miss Alice M. Longfellow. A pronouncing vocabulary of names and foreign words contained in Evangeline adds to the value of this edition. Evangeline is a tale of Acadie, the country now known as Nova Scotia.

32. Hans Andersen's Stories. pp. 205. Houghton, Mifflin & Co., Boston40c
(5)

This book is one of the Riverside Literature Series and contains some of the best of Hans Andersen's fairy stories, among them The Ugly Duckling, The Pine Tree, Little Match Girl, The Snow Queen, The Nightingale, The Happy Family, and The Candles.

33. The Stories Mother Nature Told Her Children. Jane Andrews. pp. 131. Ginn & Co., Boston...50c
(3)

The Stories Mother Nature told Her Children are The Story of the Amber Beads, The New Life, The Talk of the Trees that Stand in the Village Street, How the Indian Corn Grows, Water Lilies, The Carrying Trade, Sea Life, The Frost Giants, The Indians, and the like. This is one of the best nature study books ever written.

34. The Little Lame Prince. Miss Muloch. pp. 74. Maynard, Merrill & Co., New York.....20c
(2)

This is one of the best known children's books extant.

35. Enoch Arden, and Other Poems. Tennyson. pp. 224. Houghton, Mifflin & Co., Boston.....40c
(6)

This is Rolfe's edition of Tennyson's well-known poem. There are notes and an explanatory index of words and phrases.

36. *The Last of the Mohicans*. James Fennimore Cooper. University Publishing Co., New York....30c
(6)

The Last of the Mohicans is a story of Indian life by one of the greatest American novelists.

37. *Hans Brinker: or the Silver Skates*. Mary Mapes Dodge. pp. 393. Charles Scribners' Sons, New York\$1.50
(7)

Hans Brinker: or the Silver Skates, is a story of life in Holland. The book is well illustrated and of surpassing interest.

38. *Robinson Crusoe*. Lida B. McMurry and Mary Hall Husted. pp. 131. Public School Publishing Co., Bloomington, Ill.35c
(2)

This little book is an adaptation of the story of Robinson Crusoe to the attainment and educational needs of children in the primary schools. This edition is illustrated, well written, and intensely interesting.

39. *Fairy Stories and Fables*. James Baldwin. pp. 176. American Book Co., New York.35c
(2)

Besides containing a number of well-known fables of Æsop this book contains *The Story of Three Bears*, *The Three Pigs*, *Little Red Riding Hood*, *Tom Thumb*, *Jack and the Bean Stalk*, *Peter and the Magic Goose*, *Cinderella*, *Puss in Boots*, *The Fisherman and His Wife*, and many others. This is one of the best written fairy story books now to be obtained.

40. *The Birds' Christmas Carol*. Kate Douglas Wiggin. pp. 69. Houghton, Mifflin & Co., Boston50c
(G)

This is an intensely interesting Christmas story which all children will thoroughly enjoy.

41. *Legends of the Red Children*. Mara L. Pratt. pp. 128. Werner School Publishing Co., York30c
(4)

This book contains the Indian folk stories as to the origin of the lightning, the south wind, the morning star, the rainbow, and many others.

42. *Old Greek Stories*. James Baldwin. pp. 208. American Book Co., New York45c
(3)

The story of Prometheus, Io, Arachne, Apollo, Alcestis, Medusa, Atalanta, Theseus, and other Greek stories are here presented in fine literary form. There are many illustrations and a pronouncing dictionary of persons and places.

43. *The Children of the Cold*. Frederick Schwatka. pp. 212. Educational Publishing Co., New York\$1.25
(6)

This is perhaps the best story of Esquimaux life extant.

44. *Tom Brown's School Days*. Thomas Hughes. pp. 370. Houghton, Mifflin & Co., Boston40c
(G)

This book contains the story of a boy who attended the Rugby School in England, in the days of the famous Dr. Thomas Arnold.

45. *The Deerslayer*. James Fennimore Cooper. University Publishing Co., New York.30c
(6)

This is the first one of Cooper's well-known Leather Stocking Tales which portray Indian and pioneer life in the early days.

46. *Two Little Confederates*. Thomas Nelson Page. pp. 156. Charles Scribners' Sons\$1.50
(8)

This is a story of the Civil War by one of the best known writers in the South.

47. Andrew Jackson. William G. Brown. pp. 156. Houghton, Mifflin & Co., Boston.....65c
(8)

This is a short biography of Andrew Jackson by a well-known writer on Southern subjects.

48. George Washington. Horace E. Scudder. pp. 253. Houghton, Mifflin & Co.75c
(7)

This is one of the best boys' lives of Washington, well written and intensely interesting.

49. The Odyssey of Homer. William Cullen Bryant. Houghton, Mifflin & Co.85c
(6)

This is perhaps the best English translation of one of the most famous poems in all literature. There is a pronouncing vocabulary of proper names at the end of the book.

50. Little Lord Fauntleroy. Frances Hodgson Burnett. pp. 290. Charles Scribners' Sons, New York\$1.25
(G)

One of the best and one of the most famous children's stories obtainable.

51. Uncle Remus, His Songs and Sayings. Joel Chandler Harris. pp. 256. D. Appleton & Co. ..\$1.30
(G)

This book contains the folk-lore of the negroes of the old Southern plantation.

52. Birds and Bees Sharp Eyes. John Burroughs. pp. 96. Houghton, Mifflin & Co., Boston....40c
(G)

This is an interesting nature study book by one of the best American writers on such subjects.

53. Ivanhoe. Sir Walter Scott. University Publishing Co., New York30c
(G)

This is one of the most famous romances in English literature.

54. Wild Animals I Have Known. Ernest Thompson-Seton. pp. 358. Charles Scribners' Sons, New York\$2.00
(G)

This book contains some of the most interesting animal stories yet written. Illustrations are the very best.

55. A Midsummer Night's Dream. William Shakespeare. pp. 102. D. C. Heath & Co., Boston....25c
(G)

This edition of A Midsummer Night's Dream is edited by Sarah Willard Heistand. There is an introduction, and explanatory notes.

56. The Comedy of the Tempest. William Shakespeare. pp. 98. D. C. Heath & Co., Boston....25c
(G)

The Tempest is perhaps the one play of Shakespeare which most appeals to young readers. This is the play which contains the characters of Miranda, Prospero, Ariel, and Caliban.

57. Each and All. Jane Andrews. pp. 142. Ginn & Co., Boston...50c
(3)

This is a companion book to the Seven Little Sisters. The same characters which appear in Seven Little Sisters again appear in this volume.

58. The Vicar of Wakefield. Oliver Goldsmith. University Publishing Co.30c
(G)

An English classic which will be enjoyed by all boys and girls in the upper grammar grades.

59. Kenilworth. Sir Walter Scott. University Publishing Co., New York30c
(G)

This is one of Sir Walter Scott's most famous Waverley novels. It describes the times and events of Queen Elizabeth's reign.

60. Little Men. Louisa M. Alcott. pp. 376. Little, Brown & Co., Boston\$1.50
(G)

This is a companion book to *Little Women*, and describes life at Plumfield with Joe's boys.

61. Silas Marner. George Eliot.
University Publishing Co., New
York30c
(G)

Perhaps this is the most powerful story ever written showing the wrong use of money.

62. Century Book for Young Americans. Elbridge S. Brooks. pp.
249. Century Co., New York, \$1.50
(7)

This is perhaps one of the best books on civil government to be obtained. Its arrangement, its style, and the illustrations make it an intensely interesting book.

63. Pilgrim's Progress. John Bunyan. University Publishing Co.,
New York30c
(G)

This is one of the most famous allegories ever written. It describes the journey of the Christian through this world to the world beyond.

64. Hiawatha Primer. Florence Holbrook. Houghton, Mifflin & Co.,
Boston40c
(1)

This is an adaptation of the Song of Hiawatha. It is suitable for the youngest readers, and is a most enjoyable book.

65. Grimm's Fairy Stories. P. P. Claxton and M. W. Haliburton. B. F. Johnson Co., Richmond, Va.25c
(1)

This book is an adaptation of a number of Grimm's Fairy Stories, and can be read by the youngest children.

66. Little Lucy's Wonderful Globe.
Charlotte M. Yonge. Educational Pub. Co., N. Y.50c
(3)

This is an extremely interesting story. It is a little girl's dream of the children of other lands.

67. Stories of Bird Life. T. G. Pearson. B. F. Johnson Co.,
Richmond, Va.60c
(5)

This is an interesting story of the life of many of our Southern birds.

68. American Indians. Frederick Starr. D. C. Heath & Co.,
New York45c
(6)

This is an account of the various tribes of American Indians.

69. Black Beauty. Anna Sewell.
University Pub. Co., N. Y.30c
(4)

The best book ever written to inculcate the spirit of kindness to the horse.

70. Emmy Lou. George Madden Martin. McClure's, N. Y.\$1.50
(G)

The story of the progress of Emmy Lou through the school.

71. The Jungle Book. Rudyard Kipling. The Century Co., New
York\$1.50
(G)

This book portrays the animal life of the jungle.

72. The Knights of the Round Table. W. H. Frost. Scribners' Sons,
New York\$1.50
(G)

This book tells the story of King Arthur and his Knights of the Round Table in a very fascinating manner.

Classified by Grades.

NOTE.—For convenience the marginal numbers refer to the same numbers in the preceding list.

- I.
1. Classic Stories for Little Ones, Mrs. L. B. McMurry.
24. Æsop's Fables, Mara L. Pratt.

64. Hiawatha Primer, Florence Holbrook.
65. Grimm's Fairy Stories, P. P. Claxton and M. W. Haliburton.

2. Bow-Wow and Mew-Mew, G. M. Craik.
7. Big People and Little People of Other Lands, Edward R. Shaw.
8. Stories of Great Americans for Little Americans, Edward Eggleston.
21. Fifty Famous Stories Retold, James Baldwin.
34. The Little Lame Prince, Miss Muloch.
38. Robinson Crusoe, Lida B. McMurry and Mary Hall Husted.
39. Fairy Stories and Fables, James Baldwin.
10. Old Stories of the East, James Baldwin.
11. The Story of Ulysses, Agnes Spofford Cooke.
12. Aunt Martha's Corner Cupboard, Mary and Elizabeth Kirby.
14. Stories of Colonial Children, Pratt.
25. Seven Little Sisters, Jane Andrews.
33. The Stories Mother Nature Told Her Children, Jane Andrews.
42. Old Greek Stories, James Baldwin.
57. Each and All, Jane Andrews.
66. Little Lucy's Wonderful Globe, Charlotte M. Yonge.
13. Ten Boys, Jane Andrews.
15. The Song of Hiawatha, Longfellow.
19. A Wonder Book for Boys and Girls, Nathaniel Hawthorne.
23. Discoverers and Explorers, Edward R. Shaw.
41. Legends of the Red Children, Mara L. Pratt.
16. Stories of Industry, Chase and Clow. 2 vols.
17. Old Norse Stories, Sarah Powers Bradish.
18. Gulliver's Travels, Jonathan Swift.
29. The King of the Golden River, John Ruskin.
32. Hans Andersen's Stories.
67. Stories of Bird Life, T. Gilbert Pearson.
30. The Courtship of Miles Standish, Longfellow.
35. Enoch Arden and other Poems, Tennyson.
36. The Last of the Mohicans, James Fenimore Coooper.
43. The Children of the Cold, Frederick Schwatka.
45. The Deerslayer, James Fenimore Cooper.
49. The Odyssey of Homer, William Cullen Bryant.
68. American Indians, Frederick Starr.
37. Hans Brinker: or the Silver Skates, Mary Mapes Dodge.
48. George Washington, Horace E. Scudder.
62. Century Book for Young Americans, Elbridge S. Brooks.
26. Story of Ancient Peoples, Emma J. Arnold.
27. Essays from the Sketch Book, Washington Irving.
28. The Vision of Sir Launfal and Other Poems, James Russell Lowell.
31. Evangeline, Longfellow.
46. Two Little Confederates, Thomas Nelson Page.
47. Andrew Jackson, William G. Brown.
3. Southern Poets, Weber.
5. The Eugene Field Book, Mary E. Burt and Mary B. Cable.
6. Alice's Adventures in Wonderland, Ed. by Florence Milner.
20. Little Women, Louisa M. Alcott.
22. The Arabian Nights, Everett E. Hale.
40. The Birds' Christmas Carol, Kate Douglas Wiggin.
44. Tom Brown's School Days, Thomas Hughes.
50. Little Lord Fauntleroy, Frances Hodgson Burnett.
51. Uncle Remus: His Songs and Sayings, Joel Chandler Harris.
52. Birds and Bees Sharp Eyes, John Burroughs.
53. Ivanhoe, Sir Walter Scott.

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| 54. Wild Animals I Have Known, Ernest Thompson-Seton. | 60. Little Men, Louisa M. Alcott. |
| 55. A Midsummer Night's Dream, William Shakespeare. | 61. Silas Marner, George Eliot. |
| 56. The Comedy of the Tempest, William Shakespeare. | 63. Pilgrim's Progress, John Bunyan. |
| 58. The Vicar of Wakefield, Oliver Goldsmith. | 69. Black Beauty, Anna Sewell. |
| 59. Kenilworth, Sir Walter Scott. | 70. Emmy Lou, Mrs. George Madden Martin. |
| | 71. The Jungle Book, Rudyard Kipling. |
| | 72. Knights of the Round Table, William Henry Frost. |

Cost.

The list price of the above-named seventy-two books aggregates about \$40. An average discount of 25 per cent. may be obtained on orders for school libraries, which will mean that the actual cost of such a library will be about \$30.

A RURAL SCHOOL LIBRARY.

The following is the above list of books by authors and titles:

Andrews' Seven Little Sisters, Baldwin's Old Stories of the East, Baldwin's Old Creek Stories, Andrews' Each and All, Andrews' Stories Mother Nature Told, Pratt's Legends of the Red Children, Holbrook's Hiawatha Primer, Eggleston's Great Americans for Little Americans, Baldwin's Fifty Famous Stories Retold, Scudder's Life of George Washington, Hawthorne's Wonder Book, Pearson's Stories of Bird Life, Longfellow's Evangeline, Longfellow's Miles Standish, Tennyson's Enoch Arden, Lowell's Vision of Sir Launfal, Longfellow's Song of Hiawatha, Shakespeare's Midsummer Night's Dream, Shakespeare's The Tempest, Claxton's Grimm's Fairy Stories, Carroll's Alice in Wonderland, Baldwin's Fairy Stories and Fables, Bradish's Old Norse Stories, McMurry's Robinson Crusoe, Eliot's Silas Marner, Goldsmith's Vicar of Wakefield, Hughes' Tom Brown at Rugby, Hale's Arabian Nights, Irving's Sketch Book, Bunyan's Pilgrim Progress, Swift's Gulliver's Travels, Shaw's Big People and Little People of Other Lands, Shaw's Discoverers and Explorers, Wiggin's Birds' Christmas Carol, Ruskin's King of the Golden River, Alcott's Little Men, Alcott's Little Women, Burnett's Little Lord Fauntleroy, Page's Two Little Confederates, McMurry's Classic Stories for Little Ones, Brooks' Century Book for Young Americans, Arnold's Story of Ancient Peoples, De Garmo's Tales of Troy, Cooke's Story of Ulysses, Yonge's Little Lucy's Wonderful Globe, Kirby's Aunt Martha's Corner Cupboard, Pratt's Stories of Colonial Children, Chase and Clow's Stories of Industry, Vols. I and II, Schwatka's Children of the Cold, Bryant's Homer's Odyssey, Sewell's Black Beauty, Scott's Ivanhoe, Martin's Emmy Lou, Mulock's Little Lame Prince, Harris's Uncle Remus: His Songs and Sayings, Dodge's Hans Brinker, Cooper's Deer Slayer, Cooper's Last of the Mohicans, Scott's Kenilworth, Andrews' Ten Boys on the Road from Long Ago to Now, Kipling's Jungle Book, two volumes, Thompson-Seton's Wild Animals I Have Known, Hapgood's Paul Jones, Brown's Andrew Jackson, Burt's Eugene Field Book, Andersen's Fairy Tales, Starr's American Indians, Burrough's Birds and Bees Sharp Eyes, Frost's Knights of the Round Table, Weber's Southern Poets.

SOME BOOKS FOR THE RURAL HOME.

The following list of books should be added to the rural school library as soon as possible after it is established. The whole list can be bought for about \$7.50. The books are all of great value in making country life more attractive and profitable.

Farm Poultry. Watson, G. C., Macmillan\$1.25

One of the Rural Science Series. Practical handbook, treating of breeds, buildings, feeding, marketing, diseases and pests.

Fruit Harvesting, Storing, Marketing. Waugh, F. A. Orange, Judd Co., N. Y.\$1.00

This is a guide to picking, sorting, packing, storing, shipping, and marketing fruit. Has working illustrations.

Insect Book. Howard, L. O. Doubleday, Page & Co.\$3.00

This is a popular account of bees, wasps, ants, grasshoppers, flies, and other North American insects, with life histories, tables and bibliographies. Illustrations in black and white. Butterflies, moths, beetles are omitted.

Home Nursing. Harrison, E. Macmillan Co., New York.....\$1.00

The Baby, His Care and Training. Wheeler, M. Harper, New York\$1.00

How to Get Strong and How to Stay So. Blaikie, William. Harper, New York\$1.00

A system of exercises for the development of all the muscles. There is advice for daily exercise.

* Walden. Thoreau, H. D. Houghton, Mifflin & Co., Boston.....\$1.50

Garden Making. Bailey, L. H. Macmillan Co., New York.....\$1.00

Principles of Agriculture. Bailey, L. H. Macmillan Co., N. Y....\$1.25

The Chemistry and Nutritive Value of Food. U. S. Agricultural Department, A. C. True, Washington, D. C.Free

Ask for Bulletins Nos. 13, 17, 23, 28, 34, 35, 43, 48, 50, 45, 67, 63, 85, 74, 128, 121, 112, and 93.

Nature Study and Life. Clifton F. Hodge. Ginn & Co.\$2.00

This is one of the best books yet written on the subject of nature study. It is such a book as every teacher and parent will desire to read.

ADDITIONAL BOOKS FOR THE RURAL LIBRARY.

The following twenty-seven books will cost about \$15.00. It should be the object of rural communities to obtain them after the foregoing list has been obtained. The figures refer to grades; the letter "G" means "general." Such books may be read by the children of several grades or by the teacher to the children. Parents will certainly be interested in all the books.

Alexander Hamilton. Charles A. Co-nant. pp. 145. Houghton, Mifflin & Co.50c
(8)

A very readable and interesting story of Hamilton.

John Marshall. James B. Thayer. pp. 156. Houghton, Mifflin & Co.50c
(8)

This is a good short biography.

Thomas Jefferson. H. C. Merwin. pp. 164. Houghton, Mifflin & Co.50c
(8)

One of the Riverside Biographical Series, and a readable, short biography of Jefferson.

Undine. La Motte-Fouque. Ginn & Co., New York.....50c
(7)

This is the story of a water fairy, and is one of the best specimens of pure romance to be found in any literature.

Lays of Ancient Rome. T. B. Macaulay. American Book Co., New York55c
(6)

Plutarch's Lives. Edwin Ginn. Ginn & Co.45c
(G)

This edition contains a historical introduction to each life by Prof. W. F. Allen.

Star Land. Sir Robert Ball. Ginn & Co.\$1.00
(G)

This is a book of talks to young people about the wonders of the heavens.

Legends of the Middle Ages. H. A.

Guerber. American Book Co., \$1.50
(G)

The children should have access to those stories on which a great deal of our literature is based. This is perhaps the most entertaining collection of Middle Age stories yet published.

Stories from English History. H. P.

Warren. D. C. Heath & Co., .65c
(7)

This book contains interesting and picturesque stories of important events and characters in English history from the Roman Invasion to the present time. Especial attention is given those events and characters that have influenced American history.

Tales from the Travels of Baron

Munchausen. Edited by Dr.
E. E. Hale. D. C. Heath &
Co.,20c
(4)

These stories have been appropriated by the children with that instinct which has led them to make Gulliver and Robinson Crusoe their own.

Mother Goose. Charles Welsh. D.

C. Heath & Co.,30c
(1)

This is a new presentation of the Mother Goose Rhymes and Jingles. They are arranged in four divisions: mother play, mother stories, child play, and child stories. The illustrations are such as the youngest child can understand and appreciate.

Jackanapes. Mrs. Ewing. D. C.

Heath & Co.,20c
(4)

This is a charming tale and teaches lessons of manliness and truth. It is edited by Prof. W. P. Trent.

Lives of Poor Boys who Became

Famous. Mrs. Sarah Bolton.
Thomas Y. Crowell Co., New
York\$1.50
(G)

Lives of Girls who Became Famous.

Mrs. Sarah Bolton. Thomas Y.
Crowell Co., New York....\$1.50
(G)

Red Rock. Thomas Nelson Page.

Scribners' Sons, New York..\$1.50
(G)

First Book in Geology. N. S. Shaler.

D. C. Heath & Co., New York, 60c
(G)

World's Painters and their Pictures.

D. L. Hoyt. Ginn & Co., New
York\$1.25
(G)

Adventures of a Brownie. Dinah M.

Mulock. pp. 159. Educational
Publishing Co.,40c
(2)

This book describes the doings of a mischievous fairy in a household of children.

David Copperfield. Charles Dickens.

University Publishing Co., New
York30c
(7)

Poems of Knightly Adventure (Ten-

nyson, Arnold, Macaulay, Low-
ell). University Publishing Co.,
New York30c
(7)

Swiss Family Robinson. Wyss. Uni-

versity Publishing Co., New
York30c
(4)

Blue Fairy Book. Andrew Lang.

Longmans & Co., New York, \$2.00

This is a delightful collection of the best fairy tales.

Note.—To be read by teacher to the younger children.

Gods and Heroes. R. E. Francillon.

Ginn & Co., New York.....40c
(5)

These are delightful stories of Saturn, Jupiter, Diana, Orion, and many others.

The American Citizen. Charles F.

Dole. D. C. Heath & Co.,90c
(G)

Contains the chief facts and principles which should be the possession of every good citizen.

Stories of Indian Children. Mary

Hall Husted. Public School
Pub. Co.,40c
(2)

This book portrays the family life of the Indians in a way that will interest the youngest children.

gives the stories of Bacon, Watt, and other great inventors.

Stories of Invention. Edward E. Hale.

The Young Citizen. Charles F. Dole.

Little, Brown & Co.\$1.00

D. C. Heath & Co.45c
(G)

(G)

This book is one of the most readable of that class of books which tells of the duties of the citizen of our republic.

This book is one of rare interest. It

Where to Get Books.

The books mentioned in the lists suitable for rural libraries, reference books, etc., may be ordered through local booksellers; or from the Baker-Taylor Co., New York, or from A. Flanagan, Chicago, or from John Wanamaker, New York. The lists of books should be submitted and prices obtained from booksellers before ordering.

RURAL LIBRARIES IN THE SOUTH.

Something About Rural Libraries in North Carolina, Georgia, and Other Southern States.

Rural Libraries in North Carolina.

Five thousand dollars, it will be remembered, was appropriated by the General Assembly of 1901 to aid 500 libraries, not more than six in any one county. Under this Act six State-aided libraries have been established in every County in the State except those named herewith; four of these (Alexander, Carteret, Clay, and Jones) have no libraries at all, and the others have less than six:

Alexander none, Ashe 1, Bladen 1, Brunswick 5, Burke 2, Camden 1, Carteret none, Caswell 4, Cherokee 4, Clay none, Columbus 5, Currituck 3, Dare 3, Davie 4, Gaston 3, Graham 2, Halifax 5, Harnett 5, Haywood 4, Hertford 1, Hyde 5, Jones none, Macon 3, Martin 1, McDowell none, Pamlico 3, Pender 1, Polk 2, Swain 2, Transylvania 3, Tyrrell 1, Watauga 4, Yadkin 5.

The legislature of 1903 appropriated another \$5,000 to aid six more libraries in each county until the appropriation be exhausted. Superintendent Joyner has continued to draw on the 1901 appropriation for those counties which have not reached their legal quota, but sixty-six applications from counties which had reached this limit have now been acted on, as follows:

Beaufort 2, Buncombe 3, Edgecombe 4, Forsyth 6, Granville 2, Greene 2, Iredell 6, Jackson 6, Lincoln 1, Madison 1, Mecklenburg 6, Mitchell 2, Moore 1, New Hanover 3, Person 1, Randolph 6, Rowan 1, Sampson 3, Vance 1, Wayne 6, Wilkes 3.

Already many applications for aid from the new appropriation have been received, and Superintendent Joyner confidently predicts that before the next Legislature meets, North Carolina will have one thousand State-aided rural school libraries. Then there are others established entirely by private gifts. In one county (Durham) adjoining that in which the writer lives, a wealthy citizen continued the good work begun by the State. He offered to duplicate amounts raised too late to secure State aid, and as a result every one of the forty white schools in that county has a library.

It will be seen, therefore, that 487 of a possible 500 libraries have been aided under the 1901 appropriation, and 66 of a possible 500 under the 1903 appropriation. Only \$130 of the first \$5,000 is still available—enough to aid thirteen more libraries in the several counties named in our first list; while \$4,340 of the second \$5,000 is available—enough to put 434 libraries in the several counties except the five named in our second list (Forsyth, Iredell, Jackson, Mecklenburg, and Wayne) as having reached the legal limit, six. Any school in any county, except these five, can now get a library by raising \$10 or more, by private subscription, setting apart \$10 of its school fund, and applying for the \$10 provided by the State appropriation.

Moreover, the legislature of this year set apart \$2,500 to be used in buying new books for schools already having libraries—\$5 to be given by the State, \$5 by individuals, and \$5 from the district school fund. So far only seven schools have availed themselves of this offer.

Superintendent Joyner looks for a great increase in the number of applications, both for new libraries and for supplementary libraries, soon as the public schools open this fall. — *Progressive Farmer*, September 29, 1903.

There are 223 rural school-libraries in Texas. These libraries contain a total of 23,196 volumes. There are 307 school libraries in towns and cities, containing 85,228 volumes. All these libraries are small and were begun by small appropriations from local taxation made by the boards of school trustees, or by receipts from entertainments, or by private donations.

Very little has been done toward establishing rural libraries in Arkansas. It is unlawful in that State for school directors to use any public money for buying books.

Rural Libraries in Georgia.

In 1900 there were 349 school libraries in Georgia, permanent or circulating from school to school. The value of these libraries was \$30,161. There were, at that time, forty-nine counties without any school libraries. Since that time some libraries have been put in nearly all of those forty-nine counties, while the number of libraries has been increased in the other counties. Perhaps the best part of it is that the sentiment in favor of libraries has become so strong that there are apologies where libraries are not found in the schools. I feel sure that the library bill will pass the House of Representatives next summer, as it has already passed the Senate. This library bill will give us a permanent fund for library purposes. — JOSEPH S. STEWART, Athens, Georgia, September 28, 1903.

A Farmers' Library in Texas.

The Women's Federation of Texas has fifty-seven traveling libraries now in operation. One of the most interesting things that is being done in the way of library promotion in any of these federated clubs is the Farmer's Library of Fort Worth. The following account of that library movement is of great interest:

The Farmers' Library of Fort Worth was organized on November 12, 1901, under the management of the Coöperative Magazine Club, its object being the distribution of literature to residents of Tarrant County, excluding the residents of Fort Worth; to encourage a desire for information and cultivate the habit of mutual improvement. Our aim is especially to reach the young people and open their minds to the vast storehouse of knowledge which earnest effort will always secure. After almost a year of the greatest success we feel privileged to claim the Farmers' Library as a permanent institution for progress and improvement. A room in the court house was secured and fitted up comfortably and attractively so that it might serve as well for a rest-room. By individual effort the plans of the club were laid before the town-people and contributions of magazines and periodicals solicited. The response was generous and adequate to the demand, and some 15,000 or more magazines and books today are in the homes of our country friends. They come and make their own selections, or the acting librarian often does it for them. We find that to give one family a large number and let them distribute them as called for by their neighbors works well. We send out great numbers through the county teachers, who have taken a great interest in the enterprise. These magazines are not to be returned, but kept in circulation. By this method we feel that there is no reading against time, which would be impossible for farmers and their families. Through the press and in every practical way we notify them that the books are here and can be had any day or time. And that so many have accepted this opportunity gives evidence of a great eagerness in both old and young for mental food. One has only to go into the country homes to realize how few of them are supplied with

any reading matter more than the county paper. One development of the original idea is that many members have taken the names of boys and girls in the county, and each month send them a new magazine by mail. In some cases a correspondence has been established which no doubt is both a pleasure and a benefit. It may be plainly seen that the plan as carried out is simply a use for what might otherwise be a waste in our homes—a benefaction easily bestowed, and gratefully received—and it is to be hoped that in time every city in the State of Texas will have similar organizations. For this work any energetic and willing woman has the means at hand, and it is with the hope of awakening such women to their own possibilities for helping others that this resumé of the work in Fort Worth has been written.—MRS. R. M. WYNNE, Fort Worth, Texas.

Rural School Libraries in Alabama.

The library work of the women's clubs of Alabama is yet in its infancy. These clubs have about eighteen libraries at present, which will be lent to any rural school teacher who will send \$1.00 to defray the freight charges. Each one of these libraries contains twenty-five books packed in a neat wooden case.

Alabama does not give State aid to school libraries.

The Helen Keller Library Club, of Tuscumbia, a city of 2,500 inhabitants, during the past ten years has built up a library of more than 2,000 volumes, and has bought and furnished a two-story brick building, centrally located, which is used for the library home. The library books circulate largely among the operatives of the railroad shops of Tuscumbia.

Several of the federated clubs of Montgomery united some time ago to work for a public library in that city. Their labors have culminated in the establishment of the Carnegie Library of Montgomery, which is now nearing completion.

Rural Libraries in Forsyth County, North Carolina.

When the Woman's Association for the Betterment of Public School Houses began work in Forsyth County, something over a year ago, five white rural schools and one colored school had rural school libraries. Members of the Association visited thirty-four schools during the year, and twenty out of the thirty-four promised to work for rural school libraries. Eight of the twenty schools soon raised the necessary amount to buy small libraries. The money was raised by means of school entertainments and lawn parties. Mr. Robert C. Ogden gave one school a library and a set of Perry pictures. Mr. Henry Fries, of Salem, gave \$10 to the Woman's Association Library Fund. Ten small libraries have been given the Association from time to time for distribution among the neediest schools. Miss Clayton Candler, of Winston-Salem, and the members of the Round Dozen Club have donated a circulating library.

Traveling Libraries in Mississippi.

Third annual report of the State Chairman of Traveling Libraries Committee to the Convention of the Mississippi Federation of Women's Clubs at Okolona, assembled May 1, 1902, says:

My last report, submitted April, 1901, showed that eight traveling libraries had been collected and circulated by four of our federated clubs, namely: The Fortnightly Club, Meridian; The Twentieth Century Club, Vicksburg; Woman's Literary Progressive Club, Natchez; and the Twentieth Century Club, Kosciusko. These libraries contained in the aggregate 385 books, 350 magazines and in addition a number of paper-bound books and periodicals. A collection of papers and magazines has been sent to the public school teacher at the Kosciusko Cotton Mills for free distribution in the homes in that vicinity. These are not expected to be returned. One of the literary clubs of Attala County is now enjoying one of these libraries, and two await the convenience of the farmers in sending for them. Winter roads and spring work are obstacles in the way of moving these libraries, which only the farmers can justly estimate and can not readily overcome; therefore the committees possess their souls in patience, believing that

when delays occur they are not the result of indifference, but of necessity. Though circumstances have been rather inauspicious for developing a traveling library interest with us this year, there is much to encourage and stimulate further effort. The work, accomplished by these four clubs is exceedingly gratifying, and illustrates the wonderful possibilities that lie within the grasp of clubs that are willing to put forth the same efforts in this good cause. The movement is a new one with us, and perhaps the club women do not fully understand and appreciate its nature and object.

The object of the Traveling Library Committee of Mississippi is to get each club interested to the extent of collecting and circulating one set of books by the next convention of our Federation in 1903, when we hope, by showing this unity of plan, to induce our State legislature to establish a State Library Commission.

When there is doubt as to a suitable place to send books, the County Superintendent of Education will furnish lists of places where they will be both needed and appreciated.

The value of a traveling library in isolated country homes can not be overestimated. We know from our own experience and observation that the eye rather than the ear is "the great gate to the human soul."—MRS. C. L. ANDERSON, State Chairman Traveling Library Committee.

A Traveling Library in Georgia.

The Cherokee Club Traveling Library, Cartersville, Georgia, has 300 volumes. This woman's club sends these books in small numbers to the different schools in the surrounding counties. The following is a representative list of books in one of the sub-sections of this library sent out during the past year:

Stories of Great Americans for Little Americans, Wonder Book for Girls and Boys, The Child's Book of Health, The Birds' Christmas Carol, Old Friends with New Faces, A Child's Story of the Bible, Paul and Virginia, How to Keep Well, Our Mutual Friend, Black Beauty, The Model Mother, A. B. C. Book, The Little Minister, Red Rock, Henry W. Grady, The Throne of David, Lessons from Insect Life, Data Library, Captain January, Facing Death, Young Marooners, Melody, Mariner's Island, Æsop's Fables, A Boy's Workshop.

Waco Traveling Library.

The Waco Woman's Club six years ago started out a Traveling Library of between six and seven hundred volumes to be circulated only in the smaller towns and villages of McLennan County. The library is divided into sixteen cases, one case remaining in a town three months, when the circuit is shifted. We are much gratified at the success of our work and the great good we feel we are doing, especially as through our library we have been the means of establishing several public libraries—the one at McGregor, Texas, being one of the largest and most successful. Our Club has also furnished our public schools with sanitary drinking barrels besides inaugurating and fostering a most lively interest in all things pertaining to our school.—MRS. W. O. WILKES, Waco, Texas, September 27, 1903.

A Georgia County Traveling Library.

The public school teachers of Upson County, Georgia, at their annual institute, recently organized a county circulating library. The teachers themselves raised a considerable amount of money for this purpose and others contributed additional funds. A committee was appointed by the teachers to select and to purchase books for the library and to make all necessary rules and regulations for putting it into successful operation.

The County School Commissioner of Upson County, is to have the custody and control of the library, his office being the depository for all the books not in the hands of the rural schools. The library is divided into as many sections as there are rural schools in the county. Each school is to be provided with a suitable bookcase for the safekeeping of the library books while in its possession. Each rural teacher is a local librarian and is charged with the books by the County

School Commissioner when they are taken from the depository and credited with them when they are returned.

Rural School Libraries in South Carolina.

In response to an inquiry sent out by State Superintendent O. B. Martin, the county superintendents of South Carolina, on August 10th, 1903, reported sixteen rural school libraries in the State containing an aggregate of 1,450 volumes.

The South Carolina Federation of Women's Clubs has sixty-four traveling libraries, which circulate in almost every county in the State. The railroads transport these libraries free of charge. The Federation began this work in 1898.

Women's Federation Library Work in Tennessee.

The Committee on Public Schools, through its Chairman, makes the following report for 1903:

We wish that it were possible to report a great deal of work accomplished in this department during the past year. In some of the clubs ladies have been appointed to visit schools and they have done so, thereby lending their influence and assisting the teachers. Some pictures have been donated, by way of school-room decoration.

The Ossoli Circle furnished seeds, obtained from the Agricultural Department at Washington, to many of the children in the schools, and the boys raised vegetables, and the girls flowers. They then wrote letters to the committee, describing their work, and prizes were awarded for the best vegetable beds and for the best flower beds.

In Johnson City they have not only visited the schools, and children of club members have carried pictures, but the women are using their influence in the effort being made to obtain another building, which is greatly needed.

The Tuesday Club, of Maryville, seems to be the banner club in public school work this year, and what they have accomplished can be undertaken, at least, by every other club. Therefore we submit their report in full.

In the Tuesday Club a committee of three was appointed to look after the work of the public school. This committee asked for a meeting with the teachers for general discussion of the needs of the school and to learn how the club might be of use. The teachers were interested and pleased, and asked for books and visits to the school from club members. They were willing to have the club women undertake anything they proposed.

A report of this meeting secured a donation of over sixty books from the clubs; some of these, by request of the teachers, being text-books for poor children, supplementary reading on special subjects, books of reference, and those which would be of practical use to the teachers. In addition to the books, charts, clippings and pictures were given.

Through the Educational Publishing Company, of Atlanta, a definite opportunity was given this committee of securing a small permanent library for the school. The method of obtaining books through this company is given in detail, as it may be of use to other clubs. This company publish a quantity of books, classics, etc., well printed in cheap yet durable form. Their lists give the titles of scores of books which children ought to read. This company send, on application, any number of slips called the Hawthorne Certificate; these are given the children as a means of securing small sums from their friends. By means of these the children in the Maryville schools secured enough money to get a library of thirty volumes, which came in a locked box that serves as a bookcase. The teachers report that these were eagerly read by the children, who took a pride in the library which they helped obtain. As a means of beautifying the school-room, plants were placed in the windows. The committee from the club visited the school several times, and on two occasions talked to the children.

—MARY LUCAS PROUDFIT, Chairman.

The names of the Traveling Libraries in Tennessee under the control of the Women's Federation:

No. 1, loaned by Ossoli Circle, Knoxville, 61 vols.; No. 2, W. E. & I. U., Knoxville, 70 vols.; No. 3, Kosmos, Chattanooga, 50 vols.; No. 4, Woman's Club, Chattanooga, 50 vols.; No. 5, Woman's Club, Peabody Normal, 68 vols.; No. 6, Woman's Club, Peabody Normal, 68 vols.; No. 7, Ossoli Circle, Knoxville, 46 vols.; No. 8, Maryville Club, 30 vols.; No. 9, Germania, Memphis, 50 vols.; No. 10, Woman's Club, Memphis, 69 vols.; No. 11, Woman's Club, Memphis, 67 vols.; No. 12, Chilhowee Club, Maryville, 70 vols.; No. 13, Chilhowee Club, Maryville, 70 vols.; No. 14, Chilhowee Club, Maryville, 60 vols.; No. 15, Beaumont Library, Ossoli Circle, 80 vols.; No. 16, Woman's Club, Memphis, 63 vols.; No. 17, Woman's Club, Memphis, 64 vols.; No. 18, Vanity Fair Club, Memphis, 58 vols.; No. 19, Juvenile Library, Ossoli Circle, 50 vols.; No. 20, Mary Bowen Library, Ossoli Circle, 80 vols.; No. 21, Ossoli Circle, 50 vols.; No. 22, Mission Ridge Club, Chattanooga, 50 vols.; No. 23, Juvenile Library, Mission Ridge Club, 60 vols.; No. 24, Monday Club, Johnson City, 86 vols.; No. 25, 20th Century Club, Nashville, 50 vols.; No. 26, Juvenile Library, Woman's Club, Chattanooga, 92 vols.; No. 27, Monday Club, Johnson City, 38 vols.; No. 28, Mission Ridge Club, 100 vols.; No. 29, University of Tennessee, 55 vols.; No. 30, University of Tennessee, 50 vols.; No. 31, Reading Circle, Chattanooga, 50 vols.; No. 32, Brigham Library, 70 vols.; No. 33, Longfellow Library, 60 vols.; No. 34, Woman's Club, Chattanooga, 50 vols.; No. 35, University of Tennessee, 50 vols.; No. 36, Woman's Club, Chattanooga, 50 vols.; No. 37, Newcomer Library, 50 vols.; No. 38, Woman's Club, Chattanooga, 50 vols.; No. 39, Juvenile Library, Woman's Club, Chattanooga, 50 vols.; No. 40, Concord Library, 70 vols.; No. 41, Biddle Library, Knoxville, 50 vols.; No. 42, Richards Library, 50 vols.; No. 43, Uxbridge Library, 50 vols.; No. 44, Kosmos, Chattanooga, 50 vols.; No. 45, History Library, 50 vols.; No. 46, Lend-a-Hand, No. 1, 50 vols.; No. 47, Woodworth Library, Chattanooga, 50 vols.; No. 48, Lend-a-Hand, No. 2, 50 vols.; No. 49, Chilhowee Club, Maryville, 60 vols.; No. 50, Kosmos, Chattanooga, 50 vols.; No. 51, Juvenile Library, Woman's Club, Memphis, 50 vols.; No. 52, Boston Library, 50 vols.; No. 53, Tuesday Club, Maryville, 60 vols.; No. 54, 19th Century Club, Memphis, 50 vols.; No. 55, Biddle Library, Knoxville, 50 vols.; No. 56, Boston Tea Party, D. A. R., 75 vols.; No. 57, Eleanor Brigham, 75 vols.; No. 58, Biddle Library, 50 vols.; No. 59, Chelsea Library, 67 vols.; No. 60, Woman's Club, Harriman, 50 vols.; No. 61, Dora Roberts, 75 vols.; No. 62, Mary Eleanor Woodward, Ossoli Circle, 50 vols.; No. 63, Baker-Himel, No. 1, 65 vols.; No. 64, Baker-Himel, No. 2, 60 vols.; No. 65, Lend-a-Hand, No. 3, 50 vols.; No. 66, Girls' Friendly Society, Knoxville, 50 vols.; No. 67, Knoxville W. C. T. U., 80 vols.; No. 68, 19th Century Club, Memphis, —; No. 69, Leighton, 67 vols.

There are fifty rural school libraries in Shelby County, Tennessee, with an average number of volumes of fifty each. The public schools of Shelby County have a supplementary reading course in each of the eleven grades which gives the pupils some introduction to good literature. There is also one juvenile traveling library which circulates in Shelby County, presented by the Woman's Club of Memphis.

Library Work of New Orleans Clubs.

At the meeting of the Louisiana State Federation of Women's Clubs held last November, the feasibility of some movement by which the rural districts of the State could be supplied with good literature was earnestly discussed.

As a tentative plan, it was suggested that the Clubs fortunate enough to possess a library should keep a number of the books in circulation in districts where it is difficult to obtain good reading matter.

The Woman's Club of this city became an enthusiastic advocate of the plan, and in December of last year sent its first case of books upon its mission. A second case has followed, and before long a third and a fourth will be on the road. It was decided by the Club to keep the books in the southern part of the State, as the work could more easily be kept under home supervision. A person, well known to the Club, in each locality has charge of the distribution, circulation, and re-shipment of the books. The first case of books was sent to Fort St. Philip. It remained there for three months and was then forwarded to Buras, La., and a second case took its place. Each case contains fifty books and

ten magazines, of as varied a nature as our library will permit. The cases, so far, have contained the following authors and subjects: Novels, including Dickens, Thackeray, and Eliot; History, books from the Chautauqua Course and the Epworth League Course; Travel and Biography, Psychology.

The Woman's Club was the first club to put the plan into operation. The work has met with appreciation, as is evidenced by letters from the districts to which the books have been sent.

It is not specified that the books are for the use of school children, as they are for the use of any one in the locality who desires and can not obtain good standard reading matter. The Club has a library of about 600 volumes, and the number is on the increase. — MISS LILY RICHARDSON, New Orleans.

RURAL SCHOOL LIBRARY NOTES.

Pulaski County, Kentucky, has 116 district school libraries, with an aggregate of 4,497 volumes. No other county in Kentucky has so many rural libraries.

The Ladies' Library Society, of Jennings, Louisiana, decided, on Saturday, October 1st, to erect a handsome brick library building in that city. Work will be begun at once.

Arizona gives \$50 a year to the school library of every school district which has 100 children of school age.

Colorado allows its rural libraries the proceeds of an annual tax of one-tenth of one mill.

Illinois allows its rural libraries the proceeds of an annual tax not to exceed two mills on the dollar. Indiana allows one-fourth to one-third of a mill tax on the dollar to be spent for rural libraries. Iowa allows a one-mill tax to be thus expended.

The State of Kentucky gives \$10 for a rural school library to each school district that raises \$10 for the establishment of such a library. Maryland has the same kind of a law.

Massachusetts gives \$15 for a rural school library to each rural school that raises \$15.

New Jersey gives \$20 to establish a rural library in each rural school, and then appropriates \$10 annually thereafter to keep the library replenished with books.

The constitutions of Michigan and Minnesota make it obligatory on the legislatures of those States to maintain a free public library in each township.

Arkansas, Alabama, Georgia, Louisiana, Mississippi, South Carolina, Tennessee, and Virginia have no rural school library laws.

Wisconsin sets aside ten cents annually for each child enrolled in the public schools and uses that sum to establish and maintain rural school libraries throughout the State.

There are now twenty-nine states in the Union which are appropriating money each year to establish and maintain rural school libraries.

Polk County, Tennessee, has thirty-nine rural school libraries, containing 1,560 volumes. Some of the books are the following: Sewell's *Black Beauty*, Franklin's *Autobiography*, Dickens' *Child's History of England*, Creasy's *Fifteen Decisive Battles*, Eggleston's *Hoosier School Master*, Sheldon's *In His Steps*, Bulwer's *Last Days of Pompeii*, Irving's *Life of Washington*, Bunyan's *Pilgrim's Progress*, Robinson Crusoe, Swiss Family Robinson, Tom Brown's *School Days*, Henty's *With Lee in Virginia*, etc.

WORK OF NEW YORK STATE LIBRARY.

During the year 1891 the State Library sent out 3,657 volumes, placing them in the leading libraries of the world; in 1902 it sent out, under the same system, 38,183 volumes, or more than ten times as many, not including the large number distributed by the Regents' office. This statement is made in the report for 1902 of Director Dewey of the New York State Library.

The State Library grew from 461,740 volumes in 1901 to 482,697 in 1902. In the library proper there are 274,720 volumes; in the traveling libraries, 62,159, and the duplicates number 145,818. Aside from the home education department, duplicates, library school collection, and library for the blind, additions for the year 1902 were 12,979 volumes, or 2,402 less than in 1901.

There are now in the university 209 libraries free for circulation, besides 107 registered libraries, or 316 in all. This year for the first time the public library work has received the attention of two Inspectors, resulting in personal examination of 309 libraries in fifty-five counties of the State. Of these, 180 received grants of public money during the year. There are now 521 free libraries under State inspection, with 2,314,414 volumes, circulating 9,435,226 volumes in the year, an average of 407 lendings for each 100 books. The twenty-nine libraries not under the Regents' inspection contain 284,058 volumes and circulated 628,477, or 221 issues for each 100 books, being only about half the activity of average similar libraries under State supervision.

There have been issued fifty-five certificates of approved circulation to enable libraries controlled by private corporations to obtain local subsidies. There was paid in cash to 243 libraries \$22,767.49, continuing to limit State grants to \$100 to each library. The applications were forty-three more than last year, and the amount paid \$3,167.98 greater; and yet it was smaller in amount than in any year from 1897 to 1900. The sums asked by the libraries within the limit of \$200 and which would have been paid if funds had been sufficient amounted to \$33,229.89, or \$10,462.40 more than could be granted.

The general summary for the year shows reports from 1,137 libraries containing 6,975,540 volumes. They added 464,751 books last year. The 550 free lending libraries report 2,598,472 volumes, an increase of 173,212, or 7 per cent. for the year.

Their circulation of 10,063,703 was 27,571 for each day, a gain of 2,221 daily, or 8 per cent. on last year. This circulation represents 387 issues to each 100 volumes, and 1,385 issues for each 1,000 of the population. A circulation of 5,492,400 is reported for the city of New York, an increase of 768,676, or 10 per cent. over last year.

A comparison of libraries in the forty-two cities of the State shows that in two of them, Cortland and Olean, there is no library free for circulation; in four, Cortland, Olean, Ithaca, and Troy, nothing is paid from public taxation for free library maintenance, and in twenty-three only does the library tax provide more than \$1,000 a year. There were ninety-nine library gifts reported for this State, \$124,780 in money, \$790,000 for buildings, 52,330 volumes, and 2,927 prints, etc. Of these, twenty-four gifts, amounting in value to \$671,000, were from Andrew Carnegie.

The traveling libraries now have 62,159 books in the collection, and lent last year 33,572 volumes to 530 borrowers. The library now has 1,420 wall pictures, 14,811 mounted photographs, 17,002 slides, and eighteen lanterns. There are 407 study clubs, of which seventy were added in 1902.

The library school has twenty seniors and twenty-nine juniors, from sixteen

different States and from Norway and Nova Scotia. The school has filled 1,010 library positions. The most important event of the year was the decision of the faculty to require after March 1, 1902, a degree from a registered college for admission to the school. The records show that of 363 students in the first sixteen classes, 253, or over two-thirds, had had college training.

For maintenance, \$103,889.80 was expended, being \$8,005 more than in 1901. This does not include \$22,767 granted to libraries, or \$3,167.98 more than in 1901. There was spent for books, \$15,230.64; for serials, \$4,610.72; for binding, \$5,374.19; for pictures, lanterns, and slides, \$4,189.25; a total of \$29,404.80, or \$1,337 more than in 1900.

The Director is led to make this explanation from the figures given: "Obviously with \$14,077.30 less for increasing our collections than two years ago, and with increased prices resulting from the recent organization of booksellers and publishers, which exacts pledges that only 10 per cent. shall be given to libraries from retail prices of books where we had had in many cases 40 per cent., it is remarkable that so good a showing has been made."

The Director makes his annual appeal for a new library building. He says: "I simply record again that, judging from the uniform experience of the great libraries all over the world, the State is making a serious economic as well as educational mistake in delaying provision for an adequate building for this great cyclopedic library. We require now a mile of new shelving each year for our additions. We have toward 200,000 volumes nailed up in boxes and stored in the malthouse on the north side of the city. The administration of the library costs each year more and more for extra labor involved because of the lack of space to arrange our resources conveniently. These difficulties grow worse very fast after overcrowding has begun. At best it will take some years to prepare plans, clear a site, and complete and equip an adequate building. If the work were begun this winter we should suffer severely before it could be completed. Every month's delay is making a bad matter worse."—*New York Times*, 1902.

MOVING FOR A LIBRARY COMMISSION.

The Texas Teachers' Association, the Texas Federation of Women's Clubs, and the Texas State Library Association are all working for the establishment of a Public Library Commission for Texas, whose duty it shall be to gather and distribute library information, recommend library legislation, publish lists of worthy books, and give advice, when requested, on all library subjects. In addition it is expected that such a Commission would render valuable services to the State along the following lines:

(1) Establish a system of traveling libraries by means of which small collections of choice books are loaned, without charge, from a central library to schools, clubs, villages and rural communities in all parts of the State. Experience in this line of work in other States shows that philanthropists will provide and direct their distribution.

(2) Take proper steps looking to the enlargement of the State library. This is now inadequately supported and crowded in a small room, consequently many of its books are almost inaccessible, while others are being damaged in the basement of the capitol.

(3) Establish a system of depositories in various centers of the State, or devise some other and better method for the distribution of all the State's publications.

(4) Provide suitable library facilities for the members of the legislature.

(5) Arrange for the maintenance of courses of instruction in library management in one or more of our State institutions.

Acts and Rules Governing the State Board of Library Commissioners of Michigan.

SECTION 1. The Governor, with the advice and consent of the Senate, shall appoint four persons, residents of this State, who, together with the State Librarian, who shall be a member *ex officio*, shall constitute a Board of Library Commissioners. Two members of said Board shall be appointed for a term of four years and two for a term of two years, and thereafter the term of office shall be four years. All vacancies occurring in the appointive membership of said Board, whether by expiration of term of office or otherwise, shall be filled by the Governor, with the advice and consent of the Senate.

SEC. 2. It shall be the duty of the Library Commission to give advice and counsel to all free libraries in the State, and to all communities which may propose to establish them, as to the best means of establishing and administering such libraries, the selection of books, cataloguing, and all other details of library management. In January of each year the Board shall make a report to the Governor of its doings, of which report one thousand copies shall be printed by the State printer for the use of the Board.

SEC. 3. It shall be the duty of all free libraries organized under the laws of the State, whether general or special, to make an annual report to the Board of Library Commissioners, which report shall conform as near as may be reasonable and convenient as to time, and form such rules as the Board may prescribe.

SEC. 4. No member of the Board of Library Commissioners shall receive any compensation for his services, except that the Board may appoint one of their number as Secretary, and such Secretary may receive such sum as shall be agreed upon by the Board, not exceeding three hundred dollars annually, for clerical services. The Board shall be entitled to expend a sum not to exceed five hundred dollars in any one year for supplies and incidentals and for the actual and necessary expenses of its members in the discharge of their duties. The accounts of the Board shall be audited by the State Board of Auditors, and paid out of the general fund.

SEC. 5. The Auditor-General shall add to and incorporate with the State tax for the year eighteen hundred and ninety-one, and every year thereafter, the sum of eight hundred dollars, to be assessed, levied, and collected as other State taxes are assessed, levied, and collected, which sum when collected shall be placed to the credit of the general fund to reimburse it for the sums authorized to be expended under this Act.

This Act is ordered to take immediate effect.

Approved June 1, 1899.

Rules Adopted by Board of Library Commissioners.

Free public libraries, township and public school libraries in the State of Michigan may become registered with the State Board of Library Commissioners by complying with the following rules, formulated by the Board:

- (1) All registered libraries must be free to the public.
- (2) The libraries must have a suitable custodian, and be placed in a room properly provided with book-shelves and tables. It must be open to the public at least two days in the week.
- (3) A township library applying for registration must agree to use the fines as provided in Article 13, Section 12, Constitution of Michigan, exclusively for library purposes.

The above-named section reads as follows:

SEC. 12. The legislature shall also provide for the establishment of at least one public library in each township and city, and all fines assessed and collected in the several counties and townships for any breach of the penal laws shall be exclusively applied to the use of such libraries, unless otherwise ordered by the township board of any township or the board of education of any city: *Provided*, That in no case shall such fines be used for other than library or school purposes.

- (4) A yearly report must be made to the State Board of Library Commis-

sioners by the officers of the registered libraries. Blanks for the report will be furnished by the Board.

The rules having been accepted, a certificate of registration will be issued by the Board to the applying library, which, by the transaction, will receive the following advantages:

(1) Registered libraries shall be entitled to receive from the Board of Library Commissioners advice and aid regarding the purchase, classifying and cataloguing of books, and information on all subjects relating to the care and management of libraries.

(2) Catalogues of the Michigan State Library shall be placed in all registered libraries, and a book or books may be borrowed from the State Library for a limited time by patrons of the registered library. These loans will be made on request of the local librarian, and transportation expenses must be paid by the borrower.

(3) Registered libraries may procure copies of State documents upon request made to the Secretary of the Board of Library Commissioners.

(4) Free public libraries incorporated under Act 164 of the Public Acts of 1877, and organized after the establishment of the Board of Library Commissioners, upon notification to the Board that they have an established library of at least one hundred volumes other than State or government documents, and upon furnishing a list of said books to the Board, may receive from the State a loan of one hundred volumes to be selected from the lists furnished by the Board, said books to be returned within six months unless an extension of time is granted by the Board.

PUBLIC LIBRARIES IN GEORGIA.

Atlanta.—The Carnegie Library of Atlanta some time ago received \$145,000 from Mr. Carnegie. A lot costing \$35,000, and 20,000 volumes, were donated by the Young Men's Library Association. The city of Atlanta appropriates \$7,000 annually to maintain the library. The library now has 24,000 volumes, 12,277 borrowers, and last year circulated 116,000 volumes.

Augusta.—The Young Men's Library Association has a paid membership of about three hundred members, and is free to the public for reference use. The city of Augusta has been offered \$50,000 by Mr. Carnegie on the usual conditions.

Columbus.—The Public Library of Columbus is an association library with a paid membership. The city of Columbus has been offered \$25,000 by Mr. Carnegie.

Dublin.—Dublin has been offered \$10,000 by Mr. Carnegie on the usual conditions. The city has accepted the offer, and a board of trustees has been appointed.

Newnan.—Newnan has received \$10,000 from Mr. Carnegie, under the usual conditions, and the building is under process of construction.

Macon.—The Macon Public Library is an association with paid membership. The Price Free Library was organized by ex-Mayor Price, and receives aid from the city government.

Washington.—The Mary Willis Library is free to the residents of Wilkes County, and is supported by endowment.

Savannah.—The Georgia Historical Society Library has been recently made free to the public, and is supported by an annual appropriation from the city government.

Brunswick.—The Brunswick Library Association has a paid membership, and is free as a reference library.

CARNEGIE LIBRARIES IN THE SOUTH.

- Charlotte, N. C.* — Carnegie building, \$25,000, opened July 1, 1903.
Chattanooga, Tenn. — Carnegie building, \$50,000, under construction.
Jacksonville, Fla. — Carnegie building, \$50,000, not yet commenced.
Norfolk, Va. — Carnegie building, \$50,000, nearing completion.
Nashville, Tenn. — Carnegie building, \$100,000, under construction.
Dallas, Texas. — Carnegie building, \$50,000, open to public.
Fort Worth, Texas. — Carnegie building, \$50,000.
Montgomery, Ala. — Carnegie building, \$50,000, ready about September 1.

THE INDIANA YOUNG PEOPLE'S READING CIRCLE.

The value of the Young People's Reading Circle to the school children of the State can hardly be overestimated. This Circle was organized and is being carried on with the thought that it is well to begin early in the life of the child to lead him to discover the real treasures in books and to form a taste for the best reading. None but the best books are selected. Many of them have a direct bearing upon the course of study, and help to enrich it. The books put new life and meaning into the school work of the children, and they are rapidly forming the foundations of libraries in the country and village schools. These libraries are not only of value to the school children, but they also profoundly influence for the better all the citizens of the community.

It is very gratifying to note the growth of interest in this Circle from year to year, as shown by the great numbers of children, patrons, teachers, and school officials identifying themselves with the work. These facts spur the board on to greater efforts, and as a result much better books are offered to the children from year to year. The board hopes that at least one set will be placed in each school this year.

Nearly all the larger cities and towns are supplied with libraries. Of the children in the country schools, only about one-half are now reached by the Circle. The other half are without access to any reading matter except that which is found in their school readers, the weekly newspapers, and often the trashy reading that always finds its way into the hands of children when good literature is not supplied. It is among these children, then, that the Young People's Reading Circle is trying to push its work. It is with these children that so much needs to be done. The work should receive the earnest, sympathetic coöperation of school officials throughout the State, to the end that not only all of the children in the towns and cities, but all of the children in the country may have access to the best books.

In a great many of the country schools the books have been purchased with money raised by the pupils and teachers; others were provided by the township trustees. The books include stories of travel, science, books on child-life, biography, history, poems and sketches, all of which will cultivate in the children a taste for good literature and direct them to high ideals.

The Reading Circle Board adopts the books to be read, notifies the school authorities where they may be bought, and offers inducements for reading them by giving certificates and diplomas. The work is growing constantly in extent and efficiency. Its promoters desire and deserve the earnest coöperation of the parents, teachers and school officials.

Certificates of membership will be given to members of the Circle for the reading of one or more of the books. When the certificate shows that the holder has been a member for four years, he will receive a diploma by presenting the certificate to the County Superintendent.

To be counted a member of the Circle a pupil must read *one* or more books on the list for the current year.

The following is the list of books for the year 1903-1904: Gates' Story of the Live Dolls, Little Golden Hood and Other Fairy Stories, Mulock's Adventures of a Brownie, Long's Wilderness Ways, Blanchard's Worth His While, Vawter's The Rabbit's Ransom, Leonard's The Spectacle Man, Pyle's Some

Merry Adventures of Robin Hood, Munroe's The Flamingo Feather, Fellows-Johnston's The Little Colonel's House Party, Pratt's Lincoln in Story, Lippmann's Dorothy Day, Warren's Stories from English History, Blanchard's A Heroine of 1812, Roosevelt and Lodge's Hero Tales from American History, Hart's Seven Great American Poets, Siriter's Nehe, A Tale of the Time of Artaxerxes.

The work of putting good books into the hands of the children parallels the work done for the teachers. There were 189,214 members in 1898-99, the children reading 458,544 books; 189,217 members in 1899-1900, reading 424,355 books. There were 564,807 children enrolled in the public schools last year. Of this number at least 200,000 were in the larger towns and cities, nearly all of which are supplied with good books. This leaves about 364,000 children in the country schools. As only fifty per cent. of these children are now reached by the Circle, there are at least 180,000 children without access to any reading matter except that which is found in their school readers, the weekly newspapers, and often the trashy reading that always finds its way into the hands of children when good literature is not supplied.

Organization of the Board of Directors, Indiana Reading Circles.

1. The Indiana State Teachers' Association hereby constitutes the Board of Directors for the Indiana Teachers' and Young People's Reading Circles, and adopts the following rules and regulations for its government.
2. The aforesaid Board of Directors shall be composed of seven members, including the State Superintendent of Public Instruction, who shall be *ex officio* a member of the Board. Of the remaining six members, at least one shall be a county superintendent, at least one a city superintendent, and the remainder shall be chosen from the teaching profession at large.
3. No member of a publishing firm, or agent of such firm, shall be eligible to membership on this Board. Should any member of this Board become a member of a publishing firm, or agent of such firm, within the term for which he was appointed to this Board, his membership herein shall immediately cease, and the State Teachers' Association shall at its next meeting fill the vacancy thus arising for the unexpired portion of said term.
4. The members of this Board, except the State Superintendent, whose membership shall be concurrent with his incumbency of the State Superintendency, shall be appointed by the State Teachers' Association in annual convention for a term of three years, or until their successors are appointed.
5. Should any member of the Board of Directors leave the teaching profession or quit active school work, his membership shall immediately cease. At each annual meeting of the State Teachers' Association the Association shall fill all vacancies for the unexpired portion of such terms.
6. The officers of this Board shall be a President, a Vice-President, and a Treasurer, who shall be chosen annually from the membership of the Board; and a Secretary, who shall not be a member of this Board, and shall be chosen annually. On the last day of each annual meeting of the State Teachers' Association, the members of the Reading Circle Board of Directors shall meet and organize for the ensuing year.
7. The members of the Board shall receive a per diem of four dollars and actual expenses for all time employed in discharging the duties devolving upon them as members of said Board; but no member shall receive any additional per diem or salary as an officer of the Board. The Board shall allow and pay the Secretary such reasonable salary as will be a fair compensation for the duties performed.
8. It shall be the duty of this Board to plan a course of reading, from year to year, to be pursued by the public school teachers of Indiana, to provide for examination on the said course, and to prepare questions for the same; to issue certificates to such teachers as pass the examinations satisfactorily, and to issue

diplomas to such teachers as pass the examinations in four successive years satisfactorily.

It shall also be the duty of this Board to plan a course of reading, from year to year, to be pursued by the pupils in the public schools of Indiana, and to make such rules and regulations as to examinations, certificates and diplomas, in the Young People's Reading Circle, as the Board may deem desirable and practicable.

It shall be the further duty of this Board to select the books to be read in such Teachers' and Young People's courses; to make the most favorable terms with the publishers as to prices of such books to members of the two Reading Circles, and to provide a plan for a convenient and inexpensive distribution of the books to the teachers and pupils.

9. At each annual meeting of the State Teachers' Association, this Board shall make a report of the receipts and disbursements for the year just closing and of such other items as in its judgment shall be of interest to the Association, or as the Association shall from time to time request. At each annual meeting of the Association an Auditing Committee shall be appointed for the coming year, to audit the books and accounts of the Reading Circle Board. At each meeting of the Association the report of this Auditing Committee shall be appended to the report of the Board of Directors, and shall be a part of the report of that Board to the State Teachers' Association.

10. This constitution, rules and regulations may be amended, revised, or annulled by a majority vote at any annual meeting of the Indiana State Teachers' Association.

PUBLIC LIBRARIES IN THE SOUTH.

The following is a summary of statistics of public, society, and school libraries of 1,000 volumes and over in the South in 1900, taken from the 1900 report of the United States Commissioner of Education:

	LIBRARIES REPORTING	VOLUMES	PAMPHLETS	INCREASE OF LIBRARIES		INCREASE IN VOLUMES	
				SINCE 1896		SINCE 1896	
Virginia	64	489,646	37,211	14		148,241	
North Carolina ..	57	285,251	28,125	17		66,494	
South Carolina ..	39	256,571	39,091	7		24,153	
Georgia	55	296,855	35,759	14		26,814	
Florida	16	67,739	4,600	3		24,233	
Tennessee	77	392,221	69,711	15		73,650	
Alabama	43	196,521	29,588	15		79,184	
Mississippi	30	160,733	23,342	1		6,137	
Louisiana	40	253,074	40,475	13		40,246	
Texas	69	246,881	41,022	30		115,659	
Arkansas	28	181,884	34,930	11		94,284	

Compare the above statistics with the following:

	LIBRARIES REPORTING	VOLUMES	PAMPHLETS	INCREASE OF LIBRARIES		INCREASE IN VOLUMES	
				SINCE 1896		SINCE 1896	
Maine	111	701,982	115,915	18		159,316	
New Hampshire ..	143	723,560	155,609	21		127,760	
Vermont	96	481,551	48,649	29		122,338	
Massachusetts ...	571	6,633,285	1,150,277	77		1,182,888	
Rhode Island	82	700,672	136,684	8		120,367	
Connecticut	197	1,547,667	258,358	43		445,585	
New York	718	7,496,509	1,803,828	146		2,245,162	
New Jersey	154	1,150,774	160,108	60		349,622	
Pennsylvania	401	3,974,577	538,819	71		1,009,816	
Delaware	13	126,647	22,363	1		42,884	
Maryland	80	1,175,253	175,792	13		189,923	

STATE SUPERINTENDENTS MEET.

At the call of State Superintendent H. L. Whitfield, of Mississippi, the superintendents of six Southern States met at Atlanta, Georgia, on October 6th. The State Superintendents of North Carolina, South Carolina, Georgia, Alabama, Mississippi, and Tennessee were present. The superintendents of the other Southern States did not attend. State Superintendent Mynders, of Tennessee, was made chairman of the meeting, and State Superintendent Joyner, of North Carolina, secretary.

It was the unanimous opinion of the meeting that the schools of the South were not doing what they should in developing the resources of the Southern States. It was the opinion, also, that the school terms are too short and that the counties and districts in each State should supplement the general appropriations for schools in order to make the term not less than eight months each year. The legislatures of the several Southern States, it was thought, should authorize a tax in the interest of high schools, and encourage the formation of high school districts.

It was the opinion of the superintendents present that the pay of teachers should be better, and that their qualifications should be raised. Attention was called to the prime need of better school houses and grounds. It was thought that the qualifications of county superintendents of education should also be raised, and that, in order to secure competent men, the salary attached to the office should be increased.

A committee was appointed, consisting of State Superintendent Mynders, of Tennessee, State Superintendent Joyner, of North Carolina, and State Superintendent H. L. Whitfield, of Mississippi, to prepare an address urging the people of the South to make more general advancement along educational lines, and especially to urge that the press give additional space to educational problems and their discussion. The next meeting of the State Superintendents will be held at Birmingham some time during the coming year.

AN ADDRESS.

Chancellor W. B. Hill, Bishop W. A. Candler, Hon. Hoke Smith, State Superintendent W. B. Merritt, and County Superintendent M. L. Duggan, all prominent Georgians, recently issued an address to the people of Georgia, relative to the McMichael Amendment to the State Constitution. The following extract from that address explains itself and the occasion of the address:

"In schools in Georgia taught by teachers whose average salary is only \$27 per month, we are teaching only 61 per cent. of the enrolled school population; giving the children in actual attendance less than six cents' worth of education per day for an average of only 112 days in the year. In the State which gives most largely to public education, the productive wealth for each inhabitant is \$260 per annum. In Georgia it is less than half of this sum.

"How are these conditions to be improved? We believe that the people of Georgia are both patriotic and intelligent enough to improve them, if they are free to do so; but they are not free. The resources for the betterment of our inadequate educational system is in local taxation supplementing the general State fund; but the constitution of 1877 abridges and virtually denies to the people the right of local taxation. So many restrictions are thrown around the procedure, so oppressive are the requirements, so unequal are the terms of submission of the question to the people, that their hands are tied. Under the existing law the recommendations of two grand juries must be obtained, and in the elections it is necessary to the success of the local measure to secure two-thirds of the qualified voters of the county. The effect of this is to count against the measure all the absent voters, all the voters providentially hindered from voting, and even those who may have removed from the county but whose names appear on the qualified list. The proposed amendment relieves the procedure of these oppressive requirements, but it is important to note that the amendment is itself highly conservative in that it requires a two-thirds voting majority of the

persons voting in the election. This amendment will be submitted to the people at the next general election in October, 1904. We believe that the people can be trusted; most of all, they can be trusted not to tax themselves too heavily. The amendment in effect merely restores to the people the right of local option in taxation."

RECENT SCHOOL LEGISLATION IN ALABAMA.

The legislature of Alabama which recently adjourned passed a law requiring elementary agriculture to be taught in the public schools. A law was also passed making it lawful to establish school districts with regard to centers of population, disregarding township lines when necessary. Another law provides that the State will aid in the erection of a public school house in any school district to the amount of \$200, provided the district raises an equal amount. And still another law was passed permitting counties to levy a one-mill local tax for their public schools.

EDUCATIONAL CAMPAIGN IN TENNESSEE.

State Superintendent S. A. Mynders, on October 1, 1903, writes:

We have held educational rallies at Burt, in Cannon County, where as a result of the rally a good graded school was established by the consolidation of three districts; money raised by private subscription and a good building worth three thousand dollars erected.

At Cross Plains, in Robertson County, one thousand people attended the rally, three schools were consolidated, a debt of eighteen hundred dollars on school building paid by private subscription, and a good graded school established.

County High Schools have been established at Athens, Kingston, and Clarks-ville as a result of the campaign and appropriations made by the County Court to run same.

Rallies in which were urged the necessity for consolidation of schools, better primary instruction, grading of district schools, larger local taxation, better school buildings, and arrangements made for the education of *all* the children have been held at the following points:

Troy, Obion County; Union City, Obion County; Tullahoma, Coffee County; Shelbyville, Bedford County; Fulton, Obion County; Lewisburg, Marshall County (one for white and one for colored); Theta, Maury County; Pulaski, Giles County; Trenton, Gibson County; Somerville, Fayette County; Huntingdon, Carroll County; Chattanooga, Hamilton County; Gallatin, Sumner County; Dayton, Rhea County; Paris, Henry County; Savannah, Hardin County; Dickson, Dickson County; Dover, Stewart County; Fayetteville, Lincoln County; Crossville, Cumberland County; Cookeville, Putnam County; Cowan, Bedford County; Clinton, Anderson County; Parrottsville, Cocke County; Wartrace, Bedford County; Loudon, Loudon County; Camden, Benton County; Dresden, Weakley County; Davidson County, 21st district; Bolivar, Hardeman County; Brownsville, Haywood County; Alamo, Crockett County; Henderson, Chester County; Selmer, McNairy County; Cornersville, Marshall County; Covington, Tipton County; Bristol, Sullivan County.

There are also a number of others visited by Mr. Claxton, of which I have no record. The attendance at these meetings has been large, and in many cases remarkably so. At a number of the meetings the attendance was over 1,000 and the interest very great. As a result of this campaign, interest in popular education over the State is greater than ever before and reports coming to my office as State Superintendent show the attendance in the schools over the State much larger. In one county where the reports a year ago showed over 5,000 out of school, the county superintendent estimates that this year there are less than 1,000. This is a county in which at least three of our rallies were held. A

number of counties are now agitating the question of county high schools, several have increased their local tax and propositions are before the county courts urging an increase in October or January.

The recent Act of the legislature making school and civil districts co-extensive and forcing consolidation of schools by not permitting schools to be maintained with under seventy scholastic population, except in sparsely settled communities, has been explained at all points visited during the campaign and as a result the people have taken hold of it rapidly.

The town of Randleman, Randolph County, North Carolina, recently voted a local tax for its public schools.

Superintendent L. J. Alleman, Lafayette parish, Louisiana, said in a recent report to the grand jury of that parish: "Two years ago we employed forty teachers, at an average salary of \$39. Only two were trained for the work. This session we have fifty-five teachers, at an average salary of \$46.60. This increase in the salary has enabled the board to employ thirty-two trained teachers for the coming session. These trained teachers have done excellent work wherever sent, and the communities have been quick to appreciate their superior work. A healthy sentiment exists throughout the parish in favor of good teachers."

Since the law was enacted prohibiting the building of a new school house within three miles of one already established, one has been built at New House, Cleveland County, in less than two miles of two school houses; and one was created at Rehobeth this year that is in less than two miles of three. — *Shelby (N. C.) Correspondence Raleigh News and Observer.*

There is a public school district in Mecklenburg County with forty-seven children of school age, an enrollment of fifteen, and an average attendance of nine. This district's share of the public money is based on the school population, while less than a fifth entitled to the school privileges are regular attendants. Other districts in that county make a showing but little better. Poor attendance on the public schools is not confined to Mecklenburg, but is general throughout the State. This is the great drawback to the cause of public education in North Carolina. Perhaps the only effectual remedy is compulsory education. — *Waxhaw Enterprise, Waxhaw, N. C., September 24, 1903.*

PERIODICALS.

The following periodicals should be found in every rural school:

St. Nicholas	\$3.00	Week's Current	\$1.25
Youth's Companion	1.75	Our Dumb Animals50
Country Life	3.00	Birds and Nature	1.50

The above list of periodicals can be obtained for about \$8.90 a year. No rural school library and no rural school can do good work without some periodical literature. If it is possible, some of the standard magazines should also be found in every rural school.

Mr. C. N. Simpson, of Monroe, North Carolina, recently contributed \$10 for a rural school library in Belmont school district, Goose Creek township, Union County.

The work of establishing rural school libraries in North Carolina is making rapid progress. Recently twenty new libraries were established in different parts of the State and six old rural school libraries received new books, under the recent amendment to the North Carolina school library law.

County Superintendent E. B. Wallace, of Richland County, South Carolina, has begun a well-organized movement to secure rural school libraries in that county. The school trustees of each district are duplicating whatever amounts are raised by the teachers and the children. The favorite means of raising money is by entertainments and private subscriptions. Eleven school districts have recently raised funds for the establishment of local libraries and they will be installed in a short time.

REFERENCE BOOKS.

The following books will be found exceedingly useful and helpful for reference:

Young Folks' Cyclopedia of Persons and Places. J. D. Champlin. Henry Holt & Co., New York.....	\$2.50
Dictionary of Phrase and Fable. E. C. Brewer. J. B. Lippincott Co., Philadelphia	\$2.50
Young Folks' Cyclopedia of Common Things. J. D. Champlin. Henry Holt & Co., New York.....	\$2.50
Young Folks' Cyclopedia of Games and Sports. J. D. Champlin. Henry Holt & Co.	\$2.50
Classic Myths in English Literature. Charles Mills Gayley. Ginn & Co....	\$1.50

Perhaps this is the most attractive and scholarly manual of mythology to be obtained.

Note.—The total cost of these books will be about \$8. An evening entertainment would raise the necessary funds.

GEORGIA RURAL SCHOOL LIBRARIES.

List of Books Adopted by Georgia Educational Association for use in Public Schools.

Scudder's Fable and Folk Stories, Æsop's Fables, Andersen's Danish Fairy Tales, Grimm's German Fairy Tales, Harris' Uncle Remus' Songs and Sayings, Arabian Nights, Hawthorne's Wonder Book, Francillon's Gods and Heroes, Baldwin's Fifty Famous Stories Retold, Eggleston's Ten Stories of Great Americans, Church's Stories of the Old World, Baldwin's Old Stories of the East, Andrews' Ten Boys, Williamson's Life of Lee, Williamson's Life of Jackson, Coffin's Boys of '76, Blaisdel's Stories of the English, Harris' Stories of Georgia, Guerber's Story of Romans, Malcomer's Stories of Great Inventors, Abbott's Cæsar, Abbott's Alexander, Franklin's Autobiography, Plutarch's Lives, Farrar's Life of Christ, Carroll's Alice in Wonderland, Kingsley's Water Babies, Wright's Seaside and Wayside, Vol. I, Wright's Seaside and Wayside, Vol. II, Wright's Seaside and Wayside, Vol. III, Wright's Seaside and Wayside, Vol. IV, Buckley's Fairy Land of Science, Saunders' Beautiful Joe, Sewell's Black Beauty, Ruskin's King of the Golden River, Spyri's Heidi, Defoe's Robinson Crusoe, Burnett's Little Lord Fauntleroy, Dickens' Little Nell, Goulding's Young Marooners, Wyss' Swiss Family Robinson, Miss Alcott's Little Men, Miss Alcott's Little Women, Martineau's Peasant and Prince, Henty's Lion of the North, Henty's Saint George of England, Henty's With Clive in India, Porter's Scottish Chiefs, Cooper's Last of the Mohicans, Cooke's Surrey of the Eagle's Nest, Scott's Ivanhoe, Hughes' Tom Brown at Rugby, Irving's Sketch Book, Bunyan's Pilgrim's Progress, Longfellow's Hiawatha, Longfellow's Evangeline, Tennyson's Idylls of the King, Munger's On the Threshold—58 in all.

FORM OF LABEL FOR BOOKS.

	School Library
P. O. _____	County _____
Library No. of Book _____	Cost _____
When Received _____	

RULES.

1. During the term of school the teacher shall be the librarian, during Vacation some trustee, unless some other is designated by the trustees.
2. The librarian shall paste this label, properly filled out, in each book in the library, and keep a catalogue of the same, showing the number of each book, date of purchase, cost, when loaned, when returned, etc.
3. A book may be retained two weeks.
4. Five cents per week will be charged for time beyond two weeks.
5. For loss of book, borrower shall pay cost of book.
6. For any injury beyond ordinary wear, the borrower shall pay an amount proportionate to the injury, to be estimated by the librarian.
7. Any person refusing or neglecting to pay any fine shall not be allowed to draw any book from library.
8. The librarian shall report to County School Commissioner, as he may direct, the condition of library. Read slowly, think seriously, and please return it with the leaves not turned down nor soiled.

A VIRGINIA PLAN.

The Farmville (Va.) *Herald* recently made the following library offer to the public schools of Prince Edward County:

- For 40 new annual subscriptions the *Herald* will give a \$30 library.
- For 35 new annual subscriptions the *Herald* will give a \$26 library.
- For 30 new annual subscriptions, the *Herald* will give a \$22 library.
- For 25 new annual subscriptions the *Herald* will give a \$20 library.
- For 20 new annual subscriptions the *Herald* will give a \$15 library.
- For 15 new annual subscriptions the *Herald* will give a \$11 library.
- For 10 new annual subscriptions the *Herald* will give a \$ 7 library.
- For 8 new annual subscriptions the *Herald* will give a \$ 5 library.

The subscription price of the *Herald* is one dollar per annum. The books the *Herald* will give as libraries will be selected by County Supt. J. D. Eggleston, Jr., which insures their worth and suitableness for use in the rural schools.

A GREAT SUMMER SCHOOL.

We publish the following communication just as it appeared in the *New York Times* of August 30, 1903:

To the Editor of the New York Times:

The growth and numbers of the Summer School at Knoxville have been a surprise to its friends, having already reached an attendance of 2,150 teachers, gathered from all parts of the South, various States having gatherings of their own besides. Knoxville is the seat of the State University, whose President is Charles W. Dabney, who for four years was Assistant Secretary of Agriculture at Washington. He belongs to an educational family, his father having been professor in a Virginia institution, spending the last years of his life in Texas as professor in the university.

This great Summer School is under the auspices of the General Education Board, and all who have contributed to that board may

congratulate themselves on the results. The preparation of the plans for the school and their execution have been in the hands of Dr. Dabney and his co-workers.

The school and its results are the outcome of the general revival of education in the South, all previous efforts having contributed. The State University, in its location near the city, with its buildings and appliances, furnished a delightful opportunity for the work, for which ample preparation was made. The great meeting in Richmond brought its contribution. The lecturers and teachers were selected from the most able workers in the South, aided by those eminent for their labors in the North. A catalogue of the list would tell of their eminence. Lack of space forbids their enumeration.

Seventeen hundred of these teachers gathered at the opening, and began their study in a course which accorded at once with the university and with the needs of the common school in the South. It must be remembered that these teachers in their several localities met the required expenses from their meagre earnings. This is an indication of their self-sacrifice to improve themselves. The school has been characterized by great enthusiasm, but under the influence of President Dabney and the teachers it has done a great amount of systematic work which will tell in their future courses and make them more efficient and valuable as teachers wherever they serve.

It is interesting to look into the economies of the school, the subjects and lectures, and the subsidiary conditions that were made helpful to the main purpose. The number of teachers from each State constituted of itself a working force. When the Fourth of July came, all these assembled for the patriotic service becoming the day, passed resolutions and spoke in most eloquent terms for the benefit of education. Politics were ignored. In addition, each State had its day, and some competent person was selected to speak for that State, perhaps sending a message representing the sentiment of their teachers to their Governors.

These expressions do credit to the teachers as well as the Governors. They leave no doubt of the great awakening on the subject of education throughout the South. The school had the hearty co-operation of the local press. The *Journal and Tribune* gave the proceedings in a column or more which carried information of the school and its work into many communities and homes, sometimes adding a good picture of the speaker and presenting his claims to attention—also gave their speeches in full or in part. This was a great boom to the work of the school.

The railroad came in also to do its part in adding interest to the occasion and furnished excursions at moderate rates in harmony with the general plan of the school and was greatly enjoyed by the teachers. No one will question the statement that this was the most remarkable Summer School held in any part of the country, taking into account the number in attendance and the work accomplished. To judge of the work, one has only to read the daily reports of the *Journal and Tribune*.

JOHN EATON.

Eaton Grange, Waterloo, N. H., Aug. 22, 1903.

"We have heretofore put too much confidence in the mere acquisition of the arts of reading and writing. After these arts are acquired, there is much to be done to make them effective for the development of the child's intelligence. If his reasoning power is to be developed through reading, he must be guided to the right sort of reading. The school must teach not only how to read, but what to read, and it must develop a taste for wholesome reading."

—PRESIDENT CHARLES W. ELIOT.

"The library must be regarded as an important and necessary part of the system of public education. It is said that not more than one in five hundred of the inhabitants of Massachusetts are without library facilities. This should be the condition everywhere, and may be at no very distant time if those who should be the most interested — the teachers of the country — will make a unanimous, persistent, and continued effort in this direction."

—SHERMAN WILLIAMS.

The Necessity for Rural Libraries.

"The need of the rural library must be apparent to all that are familiar with country school methods. Reading is the magic key to all our store-houses of intellectual wealth; it is the basis of all education. 'The true university of these days,' says Carlyle, 'is a collection of books.' And it is here of all points in its curriculum that the country school has failed most grievously; it has not taught the child to read, to use books. Do not understand me to charge that rural school is literally and avowedly disloyal to the first of the immortal Three R's, for it is not. But only in the narrowest sense does it teach reading—reading as the mere pronunciation of words and the observance of punctuation marks; the unlovely, mechanical side of reading. The brighter side of reading the country pupil does not get; the city pupil does. Aided by the prescribed supplemental literature, guided by the teacher, the child of the townsman learns to find joy in reading, learns not only how to read, but actually learns to read, to use books. If you know the country school as the writer does, you know the other side of the picture. You know children who live out a long school career without learning anything of literature beyond the monotonous rehearsal of dry textbook matter. Cold, hard facts about the boundaries of foreign countries, the dates of ancient battles, the rules of the Stock Exchange, are regarded as matters of importance, but the teacher does not see that it is a greater duty to foster a love of reading than to teach geography or history. Or if he sees the duty and longs to direct the child to the beauties of literature, he is shackled by the lack of facilities for such work. The same old readers are used year after year; no classics are studied; there is no supplemental reading to give the spice of variety.

"It is inevitable that children reared amid such surroundings come to regard reading not as a luxury but as a drudgery, and grow up potentially, if not in the strictest sense, illiterate. 'I confess,' says Thoreau somewhere in his 'Walden,' 'that I do not make any broad distinction between the illiterateness of any townsman who can not read at all and the illiterateness of him who has learned only to read what is for children and feeble intellect.' How much narrower then should be the distinction between the 'illiterateness of him who can not read at all' and the illiterateness of him whose training has been such that he regards reading only as a task to be shunned!"

— C. H. POE, September, 1903, *Review of Reviews*.



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